

Agenda

- I. Policy Committee Meeting
- II. Finance Committee Meeting
- III. Call to Order and Roll Call
- IV. Notice of Open Meetings Act - Posted
- V. Consent Agenda
 - V.A. Minutes of the Previous Month's Meetings
 - V.B. Treasurer's Report
 - V.C. Statement of Activity Fund Accounts
 - V.D. Recommendation for Bill Payment
- VI. Items From Patrons on Agenda Items
- VII. Old Business
 - VII.A. Destination Imagination Extra Duty Positions
 - VII.B. La Platte Building 5 Year Lease to Cornerstone Christian
- VIII. New Business
 - VIII.A. Virtual Library Presentation
 - VIII.B. NASB Convention Delegate
 - VIII.C. Adoption of new State Social Studies Standards- 1st Reading
 - VIII.D. Superintendent Evaluation
 - VIII.E. High School Auditorium Curtain Repair
 - VIII.F. Dispose of old equipment
 - VIII.G. Voluntary Separation Program 13-14
- IX. Reports
 - IX.A. Policy Committee Report
 - IX.B. Legislative and Learning Community Report
 - IX.C. M.A.B.E. Report
 - IX.D. Legislative Resolution 268- School Boundaries
 - IX.E. Student and Staff Successes
 - IX.F. Federal funding for lunch program
 - IX.G. NASB Awards for Board Members
 - IX.H. NePAS State of the Schools Reports
- X. Items from Patrons on Items Not on Agenda
- XI. Advance Planning
- XII. Executive Session
 - XII.A. Teacher Negotiations
 - XII.B. Strategy Session on Boundaries
 - XII.C. Leave Executive Session
- XIII. Adjourn

Instruction

6271- Travel for All Students In and Out of State

The Board recognizes the educational importance of field trips for academics and activities. Field trips ordinarily will be confined to the Omaha/Lincoln area. The Board further recognizes that activity including travel may provide worthwhile learning experiences for more mature students. The Principal or Superintendent will approve any field trips involving students within a 250 mile radius. The Board of Education will approve of any trips requiring travel outside of 250 miles.

The district may pay, or assist in paying, or not pay for trips outside of the state. Fundraising may be required for certain groups to travel for state and national competitions.

Charter busses may be used for activities when deemed appropriate by administrators and are recommended for late night or extended travel. All other transportation will be arranged through the bus company providing district transportation or district vehicles.

When deemed appropriate by administration, students may transport themselves within the metro area if they are a licensed insured driver and have parent permission. Whenever students travel on district secured transportation, there shall be adult supervision and the transportation carrier must follow the regulations in the Nebraska Administrative Code.

Cost of Travel

The cost of travel shall be kept as low as reasonably possible without compromising the safety of the students and chaperones involved. Schools shall adhere to the Student Fees Policy regarding waiver of student fees for any school sponsored activity. When a fee is required for travel, a written parent permission form and written costs of the trip must be provided to the students and parents.

Travel Conditions

Travel shall not be approved if unsafe conditions exist. If unsafe conditions arise after travel has been approved, travel shall be cancelled or changed accordingly. Prior to trip departure, the Principal and the Superintendent reserve the right to cancel a trip if conditions warrant such action. Unsafe conditions include, but are not limited to, adverse weather conditions, outbreaks of serious communicable diseases, and actual or threatened violence or terrorism. Should a trip be cancelled due to safety concerns, the school and/or district will not reimburse travelers for unrecoverable lost fees. The district encourages travelers to secure cancellation insurance, at the individual's expense.

Emergencies and Accidents

In case of an emergency occurring during the activity and/or trip, the sponsor is authorized to make those adjustments necessary to insure the safety and well-being of students and will report the emergency to the appropriate administrator as soon as possible after the safety and security of students has been secured. In non-emergency situations, contact with the appropriate administrator shall be made prior to making any decisions or adjustments of the travel itinerary. In the event of a serious illness or injury, 911 should be called and the parent notified of the situation. If there is only (1) coach or sponsor, the highest priority of supervision will determine whether a coach or sponsor will accompany the student(s) to the hospital. The appropriate administrator will be made aware of the situation.

Student Conduct

The rules and regulations of the building and the Springfield Platteview Community Schools regarding students and student conduct shall be in effect from the time of departure until the time of return. In the case of a serious violation, the sponsor shall immediately notify the appropriate administrator. The parent(s)/ guardian shall be contacted and one of the following responses will be required: (1) the parent/ guardian will be required to pick up the student; (2) the student will be sent home by the public carrier with a chaperone (if needed) at the parent(s)/ guardian expense; or (3) student will be kept with the group under adult supervision and may lose the privileges associated with the reason for travel.

Approval

All requests for travel must be approved by a principal or activities director. All requests for travel outside of the 250 mile radius of the district, must have principal approval and be submitted to the Board of Education for approval. Board approval must be granted for out of state travel prior to final acceptance of any invitations to perform or compete and/or finalizing any travel arrangements. Any contracts associated with this travel, must be signed by the principal or activities director, not the coach or sponsor.

Chaperones

Every effort must be made to find teacher or parent chaperones. Volunteers who are not a teacher or a parent, must have a volunteer form on file and be screened by the central office before chaperoning an overnight trip.

At least (1) certified employee of the district is to accompany any student group during a field trip or overnight stay. A minimum of one additional adult chaperone is required per every 12 students. Based on the location of the trip, the number of chaperones may be increased. Certified employees are on duty during the entire time of the travel and activity. The coach or sponsor shall provide the principal or activities director a travel itinerary including daily activities, travel arrangements, costs, lodging arrangements, and any additional requests by the administrator. Students need to be supervised at all times. Volunteer chaperones will report any behavior problems immediately to the certified staff member on duty. Certified staff members will discuss the specific responsibilities with the volunteer chaperones and provide written guidelines.

Transportation

School Vans

The use of school vans are normally limited to a 250 mile radius from the district office. Activities requesting a van for greater distances will require approval of the Board of Education. A request for van use must be made at least three weeks prior to the trip on 250 mile or more mile trips.

Private Vehicles

Use of a sponsor's vehicle for trips is prohibited, unless in a dire or an emergency situation with administrator approval.

Activities where the use of a private vehicle is the only option feasible may be used only if the following requirements are met:

1. The private vehicle must be a motor vehicle designed to carry no more than (8) passengers (including the driver) with functional seatbelts for each person.
2. No more passengers (including the driver) may be transported in the private vehicle than the vehicle was designed to carry.
3. Any person requesting to transport students in a private vehicle must receive prior written permission from the principal or activities director and a parent or legal guardian of the students being transported.
4. No employee may transport any student without written consent from the principal or activities director and parent/ legal guardian of the student.
5. The principal or activities director shall ensure that the driver holds a valid driver's license and bodily injury and liability protection insurance.
6. The principal or activities director must retain a photocopy of the driver's license and insurance documentation.
7. No (15) passenger vans shall be used to transport students or staff.
8. Completion of the District Driver's Certification Form and filing with the District's Business Office prior to transporting any students.

Overnight Travel

Activities involving overnight travel shall be scheduled to avoid any absences from regularly scheduled classes if at all possible. Most out of state travel will need to be paid through fundraising efforts. Out of state travel will be limited to the United States.

K-8 Travel

K-8 overnight travel is not recommended as part of the K-8 educational program. The district does allow travel for the 6th grade Outdoor Education program and Destination Imagination state and national contests. Additional K-8 overnight activities and travel out of state may be granted for a student or group of students that qualify for a state or national competition by placing in a local competition that is sanctioned by the district. K-8 students participating in approved competitions requiring overnight travel must be

accompanied by a legal parent or guardian or sign a waiver releasing the district of any liabilities associated with the student's well-being. The Board of Education may approve additional travel if a request is made and appropriate staff personnel are able to attend.

9-12 Travel

9-12 students may be granted to travel out of state only for individual or group competitions in which they have qualified for a state or national competition by placing in a local competition that is sanctioned by the district. NSAA sponsored activities or competitions are restricted to in-state only, except during extended school breaks.

Non-School Sponsored Trips

Non-school sponsored trips are defined as any travel involving district employees acting as independent contractors/agents which involve students on a volunteer, self-supporting basis. These trips are not part of the curriculum and are not related to or approved in any way by the Springfield Platteview Community School administration or Board of Education.

The district assumes no legal or financial liability for such trips. Total responsibility for privately planned trips or tours rests with the individual(s) and/or agency supporting them.

To safeguard the district from liability, the following procedure shall be followed and enforced:

1. The promotion and advertisement of the activity shall conform to district policies and guidelines for public participation in the school district. Use of the school name/logo for the promotion or advertisement of the non-school sponsored activity or trip is prohibited.
2. All materials developed to advertise the activity trip shall clearly inform parents that the activity is not sponsored by Springfield Platteview Community Schools, including emails.
3. There shall be no relationship between involvement in the activity and course grades or credit.

Date of Adoption: _____



14801 S. 108th St.
Springfield, NE 68059
402-592-1300
www.springfieldplatteview.org

Policy Committee Agenda
Monday, October 14 at 6 PM

AGENDA:

- 1) Policy 6271- Travel for All Students In and Out of State
- 2) Review of new policies from law firm
- 3) Review of policies administrators are working on in 13-14.
- 4) Other

			2011	2012	2013
	Jun	General Fund	\$ 4,496,558.67	\$ 4,474,952.06	\$ 4,933,927.40
		Emp. Benefit Fund	\$ 725,890.33	\$ 503,018.00	\$ 478,969.35
		Building Fund	\$ 1,428,352.13	\$ 1,420,941.49	\$ 1,160,078.11
		School Lunch	\$ 81,916.36	\$ 109,501.34	\$ 99,268.85
		Bond Fund	\$ 320,586.04	\$ 307,996.56	\$ 323,217.79
		Depreciation Fund	\$ 150,105.73	\$ 210,451.18	\$ 210,692.89
		June Total		\$ 7,203,409.26	\$ 7,026,860.63
	July	General Fund	\$ 4,552,631.98	\$ 4,086,579.84	\$ 4,536,581.48
		Emp. Benefit Fund	\$ 726,005.68	\$ 496,842.60	\$ 479,012.65
		Building Fund	\$ 1,409,747.81	\$ 1,361,511.90	\$ 1,157,900.58
		School Lunch	\$ 75,876.37	\$ 104,759.25	\$ 99,277.83
		Bond Fund	\$ 325,823.80	\$ 313,223.80	\$ 337,861.20
		Depreciation Fund	\$ 150,135.55	\$ 210,474.24	\$ 210,711.94
		June Total		\$ 7,240,221.19	\$ 6,573,391.63
	Aug	General Fund	\$ 4,833,068.31	\$ 5,195,318.65	\$ 5,323,954.10
		Emp. Benefit Fund	\$ 722,846.39	\$ 709,896.74	\$ 670,052.57
		Building Fund	\$ 1,572,344.69	\$ 1,198,410.01	\$ 1,108,225.73
		School Lunch	\$ 102,932.61	\$ 134,422.71	\$ 83,025.24
		Bond Fund	\$ 482,885.56	\$ 464,056.95	\$ 494,321.08
		Depreciation Fund	\$ 210,169.24	\$ 210,496.58	\$ 235,729.26
		Aug Total		\$ 7,924,246.80	\$ 7,912,601.64
	Sept	General Fund	\$ 4,432,866.89	\$ 4,338,547.54	\$ 5,002,123.12
		Emp. Benefit Fund	\$ 639,876.30	\$ 509,943.64	\$ 667,140.77
		Building Fund	\$ 1,553,887.83	\$ 1,198,414.51	\$ 1,108,167.93
		School Lunch	\$ 127,739.95	\$ 120,376.89	\$ 114,579.06
		Bond Fund	\$ 503,167.36	\$ 486,936.11	\$ 511,640.08
		Depreciation Fund	\$ 210,206.52	\$ 210,516.77	\$ 215,963.32
		Sept Total		\$ 7,467,744.85	\$ 6,864,735.46

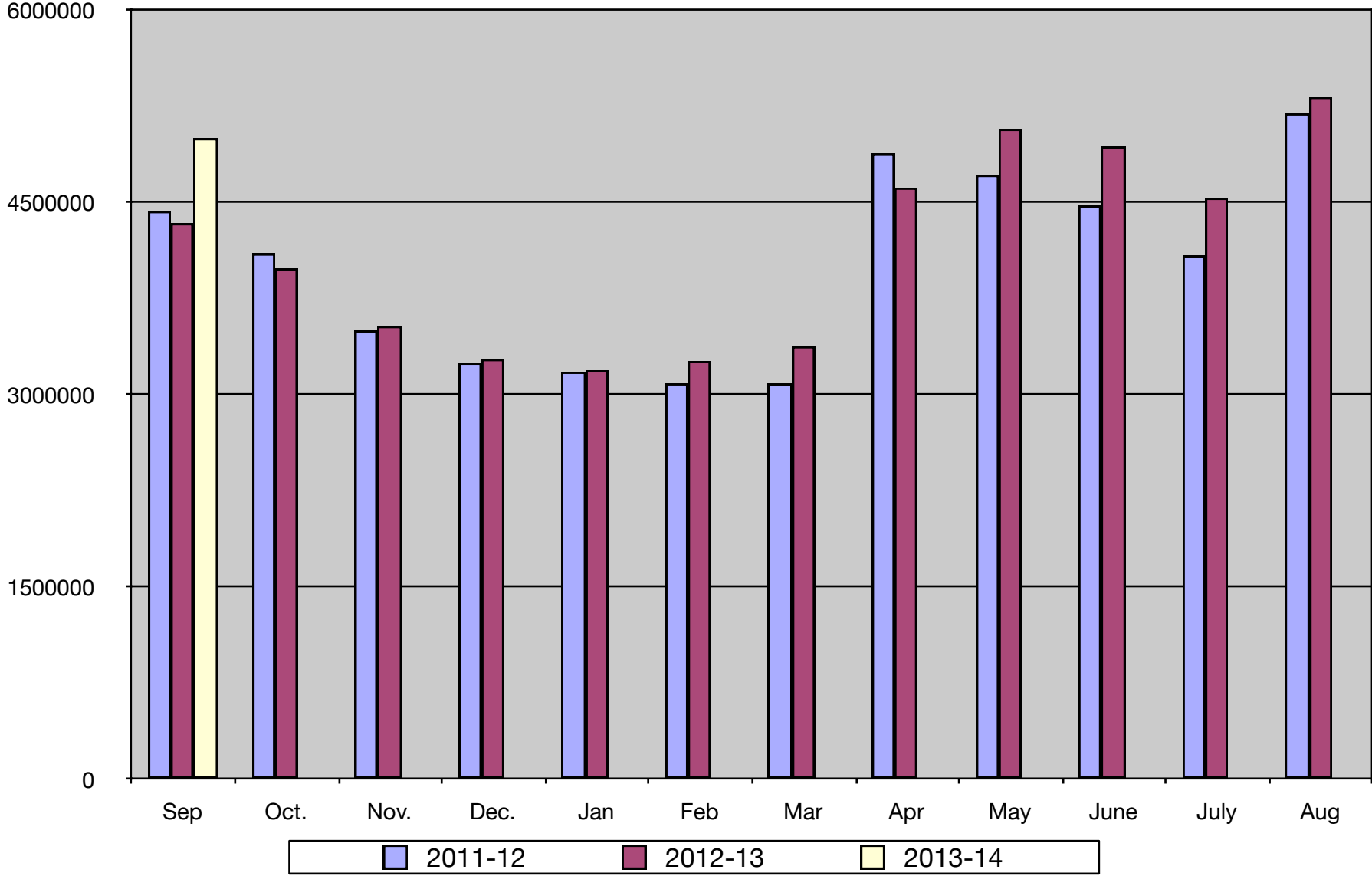


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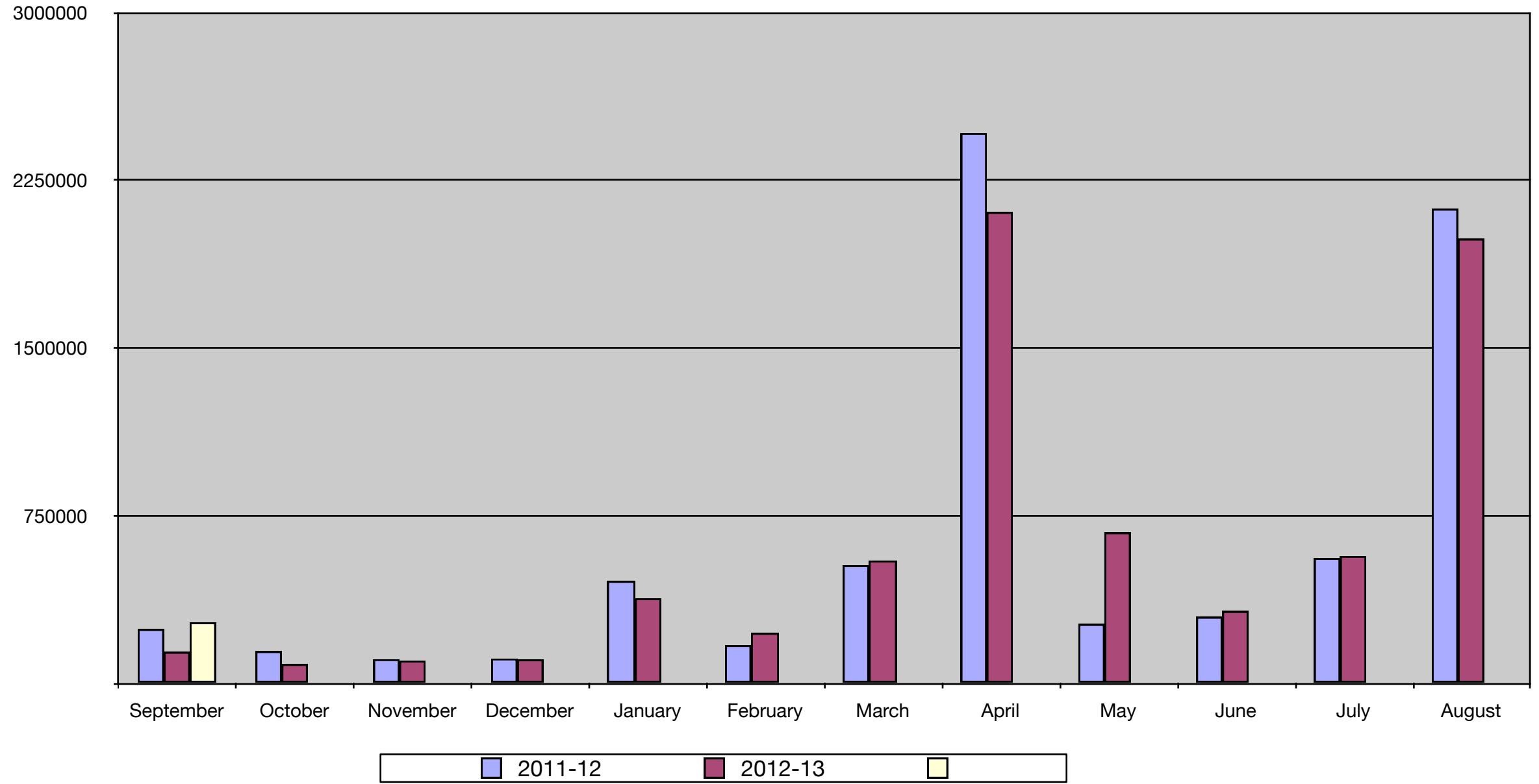
Finance Committee Report
September 2013

- Our cash balance from the General Fund is \$5,002,123.12.
- The Employee Benefit Fund is up to \$667,141 due to our end of the fiscal year transfer. This is the account we typically use for the VSP program. This year we are spending about \$138,000 on VSP program.
- The Cornerstone Christian lease is reviewed by our law firm and is ready for passage tonight. Cornerstone has agreed to remove the asbestos in the flooring. This will cost them around \$26,000 additional dollars to do.
- The projected general fund spending and revenues are expected to be at about \$13 million this school year. Our general monthly budget report will start next month to show expenditures in each account line.
- State aid funding kicked in this month and is at \$435,877.30 a month. This is up from \$406,538.10.
- All funds are in good shape, at or better than a year ago. Lunch fund is one to keep an eye open during the fed govt. shutdown. I have this as agenda item later to discuss.
- The auditors finished their week long visit and will have our report by the end of the month. Audits are due to the State Auditor and NDE by Nov. 1. Our Annual Financial Report is due Nov. 5.
- Overall, the budget is off to a good start as planned. No surprises.

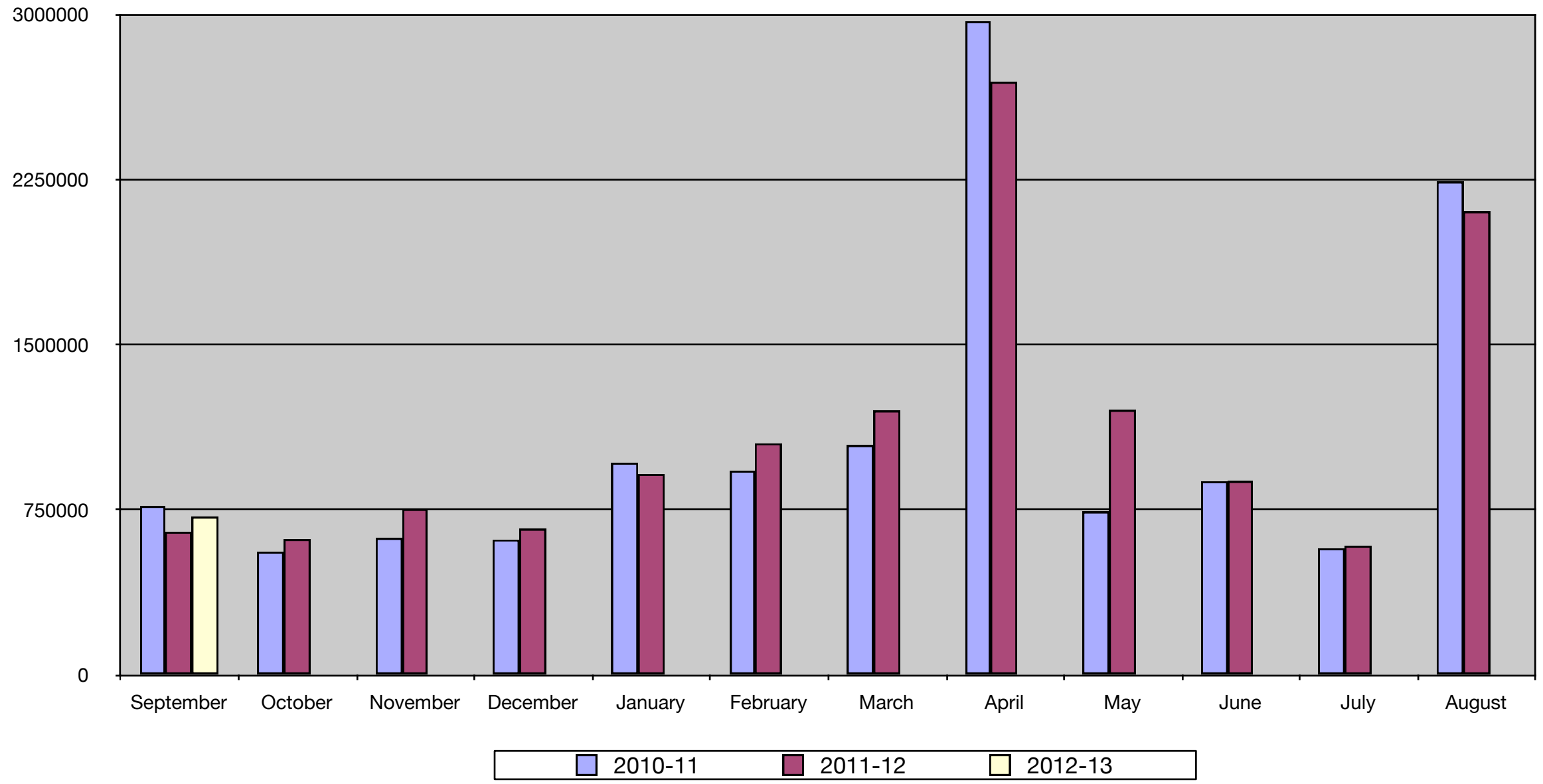
General Fund Balance 2012-13



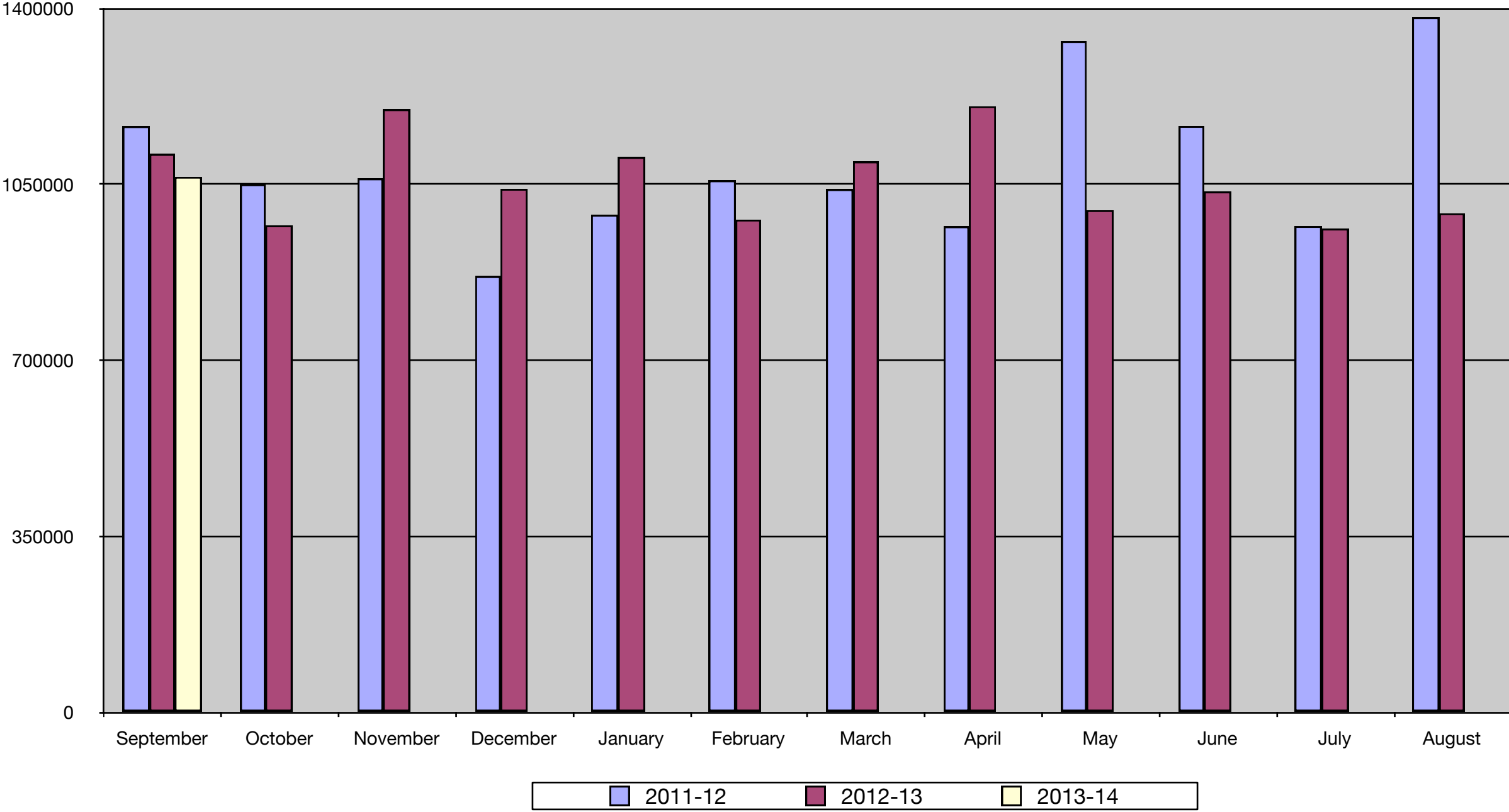
General Fund Tax Draws 2012-13



General Fund Receipts 2012-13



General Fund Expenses 2012-13



Balance as of last day of the month			
Month	2011-12	2012-13	2013-14
September	4,432,867	4,338,547	5,002,123
October	4,102,405	3,985,892	
November	3,501,467	3,536,230	
December	3,250,924	3,278,783	
January	3,179,664	3,191,901	
February	3,089,943	3,263,470	
March	3,089,522	3,378,626	
April	4,886,114	4,615,835	
May	4,715,151	5,074,928	
June	4,474,952	4,933,927	
July	4,086,579	4,536,582	
August	5,195,319	5,323,954	
Tax Draw			
Month	2011-12	2012-13	
September	242,348	139,895	272,100
October	143,088	85,459	
November	107,279	100,777	
December	110,261	106,390	
January	457,212	379,986	
February	170,125	224,566	
March	527,732	548,216	
April	2,460,560	2,107,552	
May	264,592	674,661	
June	296,739	322,621	
July	559,706	569,100	
August	2,122,164	1,988,022	
TOTALS	7,461,806	7,247,245	272,100
Receipts			
Month	2011-12	2012-13	2013-14
September	766,094	649,211	717,640
October	558,644	615,551	
November	621,089	752,636	
December	613,946	662,527	
January	962,582	911,505	
February	926,471	1,050,937	
March	1,042,417	1,199,470	
April	2,967,045	2,692,301	
May	740,760	1,202,370	
June	878,204	879,324	
July	574,017	585,501	
August	2,239,318	2,103,800	
TOTALS	12,890,587	13,305,134	717,640
Expenses			
Month	2011-12	2012-13	2013-14
September	1,165,400	1,110,071	1,064,827
October	1,049,702	968,066	
November	1,061,521	1,199,125	
December	867,049	1,040,798	
January	989,049	1,103,856	
February	1,057,630	979,502	
March	1,040,119	1,095,238	
April	966,107	1,205,089	
May	1,334,787	998,460	
June	1,165,898	1,035,487	
July	966,746	961,623	
August	1,382,362	992,094	
TOTALS	13,046,370	12,689,409	1,064,827

Board of Education Work Session

September 23, 2013

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 5:30 p.m., Monday, September 23, 2013, at the Springfield Elementary Library. Present: Lori Bartels, Kyle Fisher, Bob Icenogle, Jennifer Kreifels, and Brenda Sherman. Brian Wichman was present at the meeting at 6:15 p.m.

Notice of the meeting and committee meetings were given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgment of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

Statute 84-1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Sherman informed the board and the public that the Act was located in the library.

There was no public comment.

Superintendent Richards and the board members discussed bond information, Destination Imagination national competition for the junior high, and a negotiations comparability study.

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Fisher moved that the Board of Education go into Executive session at 6:25 p.m. for the purposes of discussing strategy related to real estate and negotiations with another school district. Bartels seconded. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

The Board came out of Executive session at 6:47 p.m. and adjourned at 6:48 p.m.

Thoma Bumgardner, Recording Secretary

Accepted: Jenny Kreifels, Secretary Board of Education

Board of Education Regular Meeting

September 09, 2013

The Site Committee started at 6:00 p.m. Brian Wichman, Bob Icenogle, Kyle Fisher, Lori Bartels and Brenda Sherman were present. Discussion of facility projects and which bond options should be recommended to the Board to vote on were reviewed.

The Finance Committee started at 6:30 p.m. Brian Wichman, Bob Icenogle, Kyle Fisher, Lori Bartels and Brenda Sherman were present. Finance reports were reviewed by the committee. Discussion of the bills took place. The committee meeting adjourned at 6:55 p.m.

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, September 9, 2013, at the District Board Office, Central Services Building. Present: Lori Bartels, Kyle Fisher, Bob Icenogle, Jennifer Kreifels, Brenda Sherman, and Brian Wichman. Absent: None.

Notice of the meeting and committee meetings were given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgment of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

Statute 84-1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Sherman informed the board and the public that the Act is located on the west wall of the board room.

Action to approve the Consent Agenda as presented passed with a motion by Wichman and a second by Fisher. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

There were no items from patrons on agenda items.

The Board discussed a possible Bond Resolution and Brian Wichman made recommendations from the Site Committee. After the motion and second were made President Sherman read the Bond Resolution aloud and action was taken. Action to approve the Bond Resolution not to exceed \$35.7 million as presented passed with a motion by Wichman and a second by Fisher. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Agenda item VIII, D was discussed as it was not time for the 7:10 hearing. Springfield Platteview Community Schools has worked with Lukas Partners for the past year on press releases, public relations counseling, and advertisements for the district. It has been an arrangement that has worked well for the district. The administration recommended retaining them for the 13-14 school year at the same price as a year ago. Action to approve the agreement with Lukas Partners for the 2013-14 school year as presented passed with a motion by Fisher and a second by Kreifels. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

At 7:10 p.m. President Sherman opened the Public Hearing on the 2013-2014 Tax Levies (General Fund and Bond Fund). The administration presented a review of the property tax request for each taxing fund in the budget. The public was given the opportunity to comment on the tax levies. No input was presented. The hearing ended at 7:20 p.m.

Action to approve the budget recommendations of the administration as presented in the 2013-14 School District Budget Forms and in the Notice of Budget Hearing Summary for the 2013-14 fiscal school year totalling \$13,900,000.00 for General Fund Disbursements and Transfers passed with a motion by Kyle Fisher and a second by Lori Bartels. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Action to set the Tax Request for the General Fund at \$1,130,035.34 with a tax levy of \$0.10; and set the Tax Request for the Bond Fund at \$450,505.05 with a levy of \$.027909 passed with a motion by Kyle Fisher and a second by Jennifer Kreifels. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

The administration has been working with Taher in making our food service program "peanut safe." We have an increasing number of children in the district who suffer from peanut or nut allergies in their foods. Taher is committed to helping us with the food service program in being "peanut safe." They cannot guarantee their products from cross contamination because they buy their foods from companies that may make peanut or nut foods in their plants. They will say that they will not buy foods that have the ingredients that can cause nut allergies. Action to approve the school district having a "peanut safe" food service program passed with a motion by Lori Bartels and a second by Brian Wichman. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Superintendent Richards reported on student and staff successes, and gave a legislative update. Kyle Fisher made additional comments. Angela Simpson, Platteview High School Principal gave the Board a report of the ACT results from the Class of 2013 and discuss ways in which the high school and district are moving to increase these scores in the future.

There were no items from patrons on items not on the agenda.

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Action to enter into executive session at 7:55 p.m. for the purpose of negotiations with another school district, for the protection of the public interest and for the prevention of needless injury to the reputation of an individual passed with a motion by Kyle Fisher and a second by Brian Wichman. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

The Board returned to regular session at 8:59 p.m.

Action to adjourn at 9:00 p.m. passed with a motion by Kreifels and a second by Wichman. Vote: Yeas - Bartels, Fisher, Icenogle, Kreifels, Sherman, Wichman. Nays - None.

Thoma Bumgardner, Recording Secretary

Accepted: Jenny Kreifels, Secretary Board of Education

Admin. Revolving - Sep 2013

9/1/2013 through 9/30/2013

10/4/2013

Page 1

Date	Account	Num	Description	Memo	Category	Clr	Amount
BALANCE 8/31/2013							3,476.21
9/3/2013	Administrative	5270	GREG ADAMS 1-22-1100-630	WORKSHOP			-290.00
9/3/2013	Administrative	5271	POSTMASTE... 1-01-2510-341	POSTAGE		R	-5.80
9/4/2013	Administrative	5272	POSTMASTE... 1-01-2510-341	POSTAGE		R	-17.15
9/9/2013	Administrative	5273	NE STATE B... 1-22-1100-630	MOCK TR EN...		R	-70.00
9/10/2013	Administrative	5274	CALEB BRO... 1-01-1240-690	MISCELLANE...		R	-63.50
9/11/2013	Administrative	5275	POSTMASTE... 1-01-2510-341	POSTAGE		R	-86.83
9/11/2013	Administrative	TXFR	TRANSFER F...			R	1,173.42
9/12/2013	Administrative	5276	NE STATE B... 1-22-1100-630	MARCHING B...			-175.00
9/13/2013	Administrative	5277	S NLA/NSLA C...	--Split--		R	-85.00
9/13/2013	Administrative	5278	POSTMASTE... 1-01-2510-341	POSTAGE		R	-18.33
9/13/2013	Administrative	5279	PERU STATE... 1-22-1100-630	SHOW CHOI...		R	-110.00
9/20/2013	Administrative	5280	POSTMASTE... 1-01-2510-341	POSTAGE		R	-6.31
9/20/2013	Administrative	5281	DOANE COLL... 1-22-1100-630	MATH CONF...			-60.00
9/20/2013	Administrative	5282	NE FUTURE ... 1-22-1100-670	MISCELLANE...			-260.00
9/20/2013	Administrative	5283	ASHLAND-G... 1-22-1100-630	MARCHING B...			-100.00
9/20/2013	Administrative	5284	LHS INSTRU... 1-22-1100-630	MARCHING B...			-165.00
9/23/2013	Administrative	5285	PIZZA HUT 1-01-2310-690	MEALS		R	-47.78
9/23/2013	Administrative	5286	REGION II PR... 1-11-1100-410	REGISTR FEE			-90.00
9/24/2013	Administrative	5287	DIETZE MUSIC 1-11-1100-410	SUPPLIES			-27.50
9/30/2013	Administrative	5288	POSTMASTE... 1-01-2510-341	POSTAGE			-7.83
9/1/2013 - 9/30/2013							-512.61

BALANCE 9/30/2013 **2,963.60**

TOTAL INFLOWS	1,173.42
TOTAL OUTFLOWS	-1,686.03
NET TOTAL	-512.61

Student Fee - Sep 2013

9/1/2013 through 9/30/2013

10/4/2013

Date	Account	Num	Description	Memo	Category	Clr	Amount
BALANCE 8/31/2013							7.00
9/23/2013	STUDENT FE... DEP		DRIVERS ED...		DRIVER EDU...	R	4,746.00
9/1/2013 - 9/30/2013							4,746.00
BALANCE 9/30/2013							4,753.00
TOTAL INFLOWS							4,746.00
TOTAL OUTFLOWS							0.00
NET TOTAL							4,746.00

Nebraska Public Agency Investment Trust

PO Box 82529
Lincoln, NE 68501
(800) 640-8817
(402) 323-1615

Account Activity for September 01, 2013 to September 30, 2013

Participant Name:

SOUTH SARPY SCHOOL DISTRICT #46
14801 S 108TH ST
SPRINGFIELD NE 68059-4925

Account Number: 126649-001

Beginning Balance: \$68,523.43

Date	Description	Authorization	Amount	Balance
9/30/2013	Auto-Post September Interest, Purchase		\$1.24	\$68,524.67

Ending Balance: \$68,524.67

Nebraska Public Agency Investment Trust
Daily Balance and Interest Report for: September 2013

Name: SOUTH SARPY SCHOOL DISTRICT #46

Account Number: 126649-001

Date	Daily Yield (Annualized)	Balance	Daily Accrual
9/01/2013	0.00022	\$68,523.43	\$0.04
9/02/2013	0.00022	\$68,523.43	\$0.04
9/03/2013	0.00020	\$68,523.43	\$0.04
9/04/2013	0.00020	\$68,523.43	\$0.04
9/05/2013	0.00020	\$68,523.43	\$0.04
9/06/2013	0.00020	\$68,523.43	\$0.04
9/07/2013	0.00031	\$68,523.43	\$0.06
9/08/2013	0.00031	\$68,523.43	\$0.06
9/09/2013	0.00020	\$68,523.43	\$0.04
9/10/2013	0.00020	\$68,523.43	\$0.04
9/11/2013	0.00020	\$68,523.43	\$0.04
9/12/2013	0.00020	\$68,523.43	\$0.04
9/13/2013	0.00020	\$68,523.43	\$0.04
9/14/2013	0.00020	\$68,523.43	\$0.04
9/15/2013	0.00020	\$68,523.43	\$0.04
9/16/2013	0.00020	\$68,523.43	\$0.04
9/17/2013	0.00020	\$68,523.43	\$0.04
9/18/2013	0.00020	\$68,523.43	\$0.04
9/19/2013	0.00020	\$68,523.43	\$0.04
9/20/2013	0.00020	\$68,523.43	\$0.04
9/21/2013	0.00020	\$68,523.43	\$0.04
9/22/2013	0.00020	\$68,523.43	\$0.04
9/23/2013	0.00020	\$68,523.43	\$0.04
9/24/2013	0.00020	\$68,523.43	\$0.04
9/25/2013	0.00020	\$68,523.43	\$0.04
9/26/2013	0.00020	\$68,523.43	\$0.04
9/27/2013	0.00020	\$68,523.43	\$0.04
9/28/2013	0.00020	\$68,523.43	\$0.04
9/29/2013	0.00020	\$68,523.43	\$0.04
9/30/2013	0.00020	\$68,523.43	\$0.04
Average Weighted Rate		Average Balance	Total Interest
0.02202 %		\$68,523.43	\$1.24

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS			
Treasurer's Report			
For the month ended September, 2013			
General Fund Now Account			
Bank Balance: Beginning of Reporting Period			\$ 608,770.63
Deposits:			
Springfield State Bank - Interest	\$ 45.66		
Transfer from Employee Benefit	\$ 11,968.82		
Transfers from Investment Account	\$ 1,063,602.75		
Transfer from Bond Fund	\$ 0.00		
Transfer from Depreciation Fund	\$ 0.00		
Transfers from Lunch Fund Investment	\$ 0.00		
Transfers from Building Fund Investment	\$ 259.70		
			<u>\$ 1,075,876.93</u>
			\$ 1,684,647.56
Disbursements			\$ 1,275,759.05
Bank Balance: End of Reporting Period			\$ 408,888.51
Outstanding Checks: End of Reporting Period			<u>\$ 142,088.28</u>
NOW Account Balance: End of Reporting Period			\$ 266,800.23
General Fund Investment Account			
Available Balance: Beginning of Reporting Period			\$ 5,074,975.57
Deposits:			
Springfield State Bank - Interest	\$ 406.53		
Sarpy County Treasurer - Local Taxes	\$ 52,144.49		
Learning Community Common Taxes	\$ 102,699.93		
Sarpy County- MVT	\$ 117,256.16		
Liquor License	\$ 0.00		
State Aid	\$ 435,877.30		
SPED School Age Reimb.	\$ 0.00		
IDEA/Federal Grants/ Title	\$ 0.00		
Perkins	\$ 0.00		
Rentals	\$ 3,130.93		
Distance Ed Reimbursement from State	\$ 1,000.00		
Pre-School / Summer School Tuition	\$ 675.00		
Refunds and Reimbursements	\$ 4,374.44		
iPad Fees	\$ 75.00		
Postage	\$ 0.00		
			<u>\$ 717,639.78</u>
			\$ 5,792,615.35
Disbursements			
Transfers to General Fund NOW	\$ 1,063,602.75		
Administrative Revolving	\$ 1,173.42		
Returned checks/ fees	\$ 0.00		
Bank and other Service Charges	\$ 50.50		
			<u>\$ 1,064,826.67</u>
Investment Account Balance: End of Reporting Period			\$ 4,727,788.68
General Fund Administrative Revolving Account			
Available Balance: Beginning of Reporting Period			\$ 4,534.61
Deposits:			
Transfers From General Fund Investment Acc't	\$ 1,173.42		
Transfers From Lunch Fund Investment Acc't	\$ 0.00		
Transfers From Building Fund	\$ 0.00		
			<u>\$ 1,173.42</u>
			\$ 5,708.03
Disbursements			\$ 540.70
Bank Balance: End of Reporting Period			\$ 5,167.33
Outstanding Checks: End of Reporting Period			\$ 1,645.34
Outstanding Deposits: End of Reporting Period			\$ 4,012.22
Admin. Revolving Account Balance: End of Reporting Period			\$ 7,534.21
General Fund Administrative Revolving Account			\$ 7,534.21
General Fund NOW Account			\$ 266,800.23
General Fund Investment Account			<u>\$ 4,727,788.68</u>
TOTAL GENERAL FUND BALANCE			\$ 5,002,123.12
Employee Benefit Fund			
Available Balance: Beginning of Reporting Period			\$ 679,052.57
Deposits:			
Springfield State Bank - Interest			\$ 57.02
Transfers From General Fund Investment Acc't			\$ 0.00
Bank Balance: End of Reporting Period			\$ 679,109.59
Certificate of Deposit			
Available Balance: End of Reporting Period			<u>\$ 679,109.59</u>
Disbursements			\$ 11,968.82
TOTAL EMPLOYEE BENEFIT BALANCE			\$ 667,140.77
Special Building Fund Investment Account			
Available Balance: Beginning of Reporting Period			\$ 1,108,225.73
Deposits:			
Springfield State Bank - Interest	\$ 94.11		
Sarpy County Treasurer - Local Taxes	\$ 107.79		
			<u>\$ 201.90</u>
			\$ 1,108,427.63
Disbursements			\$ 259.70
Available Balance: End of Reporting Period			<u>\$ 1,108,167.93</u>
TOTAL SPECIAL BUILDING FUND BALANCE			\$ 1,108,167.93
School Lunch Investment Account			
Available Balance: Beginning of Reporting Period			\$ 83,025.24
Deposits:			
Springfield State Bank - Interest	\$ 8.35		
Hot Lunches	\$ 23,585.77		
State/Federal Aid	\$ 8,009.70		
Miscellaneous	\$ 0.00		
			<u>\$ 31,603.82</u>
			\$ 114,629.06
Disbursements			
Coin Short/ Returned Checks	\$ 50.00		
Transfers to NOW	\$ 0.00		
			<u>\$ 50.00</u>
Available Balance: End of Reporting Period			\$ 114,579.06
TOTAL SCHOOL LUNCH FUND BALANCE			\$ 114,579.06
Bond Fund Investment Account			
Available Balance: Beginning of Reporting Period			\$ 494,321.08
Deposits:			
Springfield State Bank - Interest	\$ 43.01		
Sarpy County Treasurer - Local Taxes	\$ 17,799.99		
			<u>\$ 17,843.00</u>
			\$ 512,164.08
Disbursements			\$ 524.00
Transfer to NOW			<u>\$ 0.00</u>
Available Balance: End of Reporting Period			\$ 511,640.08
TOTAL BOND FUND BALANCE			\$ 511,640.08
Depreciation Fund Account			
Available Balance: Beginning of Reporting Period			\$ 210,729.26
Deposits:			
Springfield State Bank - Interest	\$ 18.30		
Transfers from General Fund	\$ 25,000.00		
			<u>\$ 25,018.30</u>
			\$ 235,747.56
Disbursements			
Transfer to NOW			<u>\$ 19,784.24</u>
Available Balance: End of Reporting Period			\$ 215,963.32
TOTAL DEPRECIATION FUND BALANCE			\$ 215,963.32

Bank Statement Reconciliation

Description

Adjustment Date

Adjustment Amount

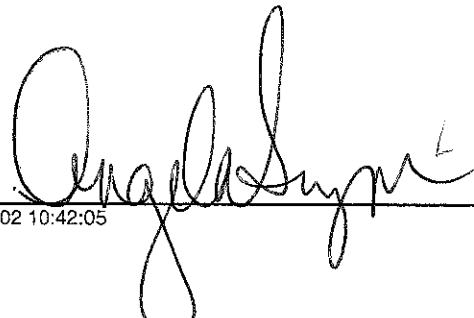
Platteview High School

09/01/2013 through 09/30/2013

Checking

Bank Statement Reconciliation Summary

1. Statement Balance	\$ 178,177.37
2. - Outstanding checks	\$ 20,314.07
3. + Outstanding Deposits	\$ 0.00
4. + Outstanding Adjustments	\$ 0.00
5. Total	\$ 157,863.30
6. + Investments	\$ 0.00
7. Book Balance	\$ 157,863.30



SPRINGFIELD STATE BANK
 600 MAIN ST
 SPRINGFIELD, NE 68059
 Tel: (402)253-2222

SPRINGFIELD PLATTEVIEW COMM
 PLATTEVIEW ACTIVITY FUND
 14801 S 108TH STREET
 SPRINGFIELD NE 68059

Statement Date: 09/30/2013 Enclosures: (100)

Account No.: 104812 Page: 1

NOW CHECKING ACCOUNT SUMMARY

Category	Number	Type :	REG	Status :	Active	Amount
Balance Forward From 08/30/13						146,030.52
Deposits	13					61,336.11+
Debits	87					29,117.88
Automatic Withdrawals	1					85.00
Interest Added This Statement						13.62+
Ending Balance On 09/30/13						178,177.37
Annual Percentage Yield Earned					0.10%	
Interest Paid This Year					110.60	
Interest Paid Last Year					161.32	
Average Balance (Collected)					160,417.30+	

STATEMENT PERIOD ACTIVITY

Date	Check/Description	Amount	Check/Description	Amount	Balance
09/03/13	DEPOSIT	2,166.25+	DEPOSIT	2,259.00+	150,455.77
09/03/13	41615	45.00	41642	75.00	150,335.77
09/03/13	41619	80.00	41637	169.02	150,086.75
09/03/13	41622	178.00	41596	239.60	149,669.15
09/03/13	41588	400.00			149,269.15
09/04/13	41631	22.94	41643	75.00	149,171.21
09/04/13	41636	120.00	41630	2,922.41	146,128.80
09/05/13	41624	45.00	41625	82.00	146,001.80
09/05/13	41633	103.00	31444	299.98	145,598.82
09/05/13	41632	7,716.70			137,882.12
09/06/13	DEPOSIT	3,282.53+	DEPOSIT	17,876.66+	159,041.31
09/06/13	41610	40.00	41639	45.00	158,956.31
09/06/13	41640	45.00	41626	58.76	158,852.55
09/06/13	41618	117.53			158,735.02
09/09/13	41644	31.76			158,703.26
09/10/13	41611	60.00	41638	65.00	158,578.26
09/10/13	41620	170.00			158,408.26
09/11/13	41659	70.00	41663	82.00	158,256.26
09/11/13	41648	281.75			157,974.51
09/12/13	DEPOSIT	3,912.60+	41621	18.75	161,868.36
09/12/13	41656	70.00	41662	82.00	161,716.36
09/12/13	41646	129.68	41649	424.87	161,161.81
09/12/13	41666	655.00			160,506.81
09/13/13	DEPOSIT	2,353.35+		1,320.00	161,540.16
09/13/13	41671	23.06	41655	70.00	161,447.10

Continued

01/17/1

SPRINGFIELD STATE BANK
 600 MAIN ST
 SPRINGFIELD, NE 68059
 Tel: (402)253-2222

Statement Date: 09/30/2013 Enclosures: (100)
STATEMENT PERIOD ACTIVITY (cont.)

Account No.: 104812 Page: 2

Date	Check/Description	Amount	Check/Description	Amount	Balance
09/13/13	41661	89.00	41645	350.00	161,008.10
09/16/13	DEPOSIT	2,104.65+	DEPOSIT	3,135.00+	166,247.75
09/16/13	41660	80.00	41683	82.00	166,085.75
09/16/13	41654	82.00	41678	119.90	165,883.85
09/16/13	41593	128.86	41685	608.60	165,146.39
09/17/13	41686	29.00	41650	60.00	165,057.39
09/17/13	41680	60.00	41658	70.00	164,927.39
09/17/13	41687	75.00	41665	100.00	164,752.39
09/17/13	41673	100.00	41629	110.00	164,542.39
09/17/13	41677	120.00	41679	439.44	163,982.95
09/17/13	41667	2,474.50			161,508.45
09/18/13	31445	51.74	41635	65.00	161,391.71
09/18/13	41670	130.00			161,261.71
09/19/13	41676	100.00			161,161.71
09/20/13	DEPOSIT	1,120.00+	DEPOSIT	5,700.00+	167,981.71
09/20/13	DEPOSIT	7,987.32+			175,969.03
09/20/13	KATHLEEN OPITZ NOT SUFFICIENT FUNDS 0000001311			85.00	175,884.03
09/20/13	41669	29.97	41701	72.45	175,781.61
09/20/13	41672	200.00			175,581.61
09/23/13	41612	45.00	41691	200.00	175,336.61
09/23/13	41698	259.63	41689	533.32	174,543.66
09/23/13	41699	1,682.00			172,861.66
09/24/13	DEPOSIT	1,046.00+		500.00	173,407.66
09/24/13	41627	22.00	41641	45.00	173,340.66
09/24/13	41697	65.48	31446	95.26	173,179.92
09/24/13	41603	100.00	41700	154.60	172,925.32
09/25/13	41702	44.07	41607	50.00	172,831.25
09/25/13	41703	201.35			172,629.90
09/26/13	41695	60.00	41657	70.00	172,499.90
09/26/13	41688	75.00			172,424.90
09/27/13		2,310.00	31447	53.88	170,061.02
09/27/13	41651	90.00	41696	120.00	169,851.02
09/30/13	DEPOSIT	8,392.75+	41710	26.52	178,217.25
09/30/13	41628	53.50			178,163.75
09/30/13	INTEREST PAID			13.62+	178,177.37

AVERAGE AND MINIMUM BALANCES

Average Ledger Balance :	161,954.04	Minimum Ledger Balance :	137,882.12
Average Collected Balance :	160,417.30	Minimum Collected Balance :	137,882.12
Average Available Balance :	161,954.04	Minimum Available Balance :	137,882.12

CHECKS AND OTHER DEBITS

* indicates a gap in the check numbers

Date	Check #	Amount	Date	Check #	Amount	Date	Check #	Amount
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Continued

01/17/12

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2013 to 09/30/2013.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
SpringPI Platteview High School						
A	Athletics					
100	Athletics	9,702.95	17,951.10	2,728.45	0.00	24,925.60
105	Baseball Contest	0.00	0.00	0.00	0.00	0.00
106	Baseball Equip/Supplies	9,000.00	5,000.00	225.00	0.00	13,775.00
110	Boys Basketball Contest	0.00	0.00	0.00	0.00	0.00
111	Boys Basketball Equip/Supplies	2,600.00	0.00	0.00	0.00	2,600.00
115	Boys Golf Contest	-100.00	0.00	0.00	0.00	-100.00
116	Boys Golf Equip/Supplies	1,000.00	0.00	0.00	0.00	1,000.00
120	Boys Soccer Contest	-45.50	0.00	0.00	0.00	-45.50
121	Boys Soccer Equip/Supplies	3,100.00	0.00	0.00	0.00	3,100.00
125	Cross Country Contest	-152.60	0.00	480.00	0.00	-632.60
126	Cross Country Equip/Supplies	672.52	0.00	0.00	0.00	672.52
130	Football Contest	-285.00	0.00	1,150.00	0.00	-1,435.00
131	Football Equip/Supplies	5,480.60	0.00	4,864.58	0.00	616.02
135	Girls Basketball Contest	0.00	0.00	0.00	0.00	0.00
136	Girls Basketball Equip/Supplies	2,600.00	0.00	0.00	0.00	2,600.00
140	Girls Golf Contest	0.00	0.00	290.00	0.00	-290.00
141	Girls Golf Equip/Supplies	1,000.00	0.00	300.00	0.00	700.00
145	Girls Soccer Contest	-45.50	0.00	0.00	0.00	-45.50
146	Girls Soccer Equip/Supplies	2,100.00	0.00	0.00	0.00	2,100.00
150	Softball Contest	-164.00	0.00	1,050.00	0.00	-1,214.00
151	Softball Equip/Supplies	1,173.30	5,000.00	344.42	0.00	5,828.88
155	Track Contest	-170.00	0.00	0.00	0.00	-170.00
156	Track - Boys Equip/Supplies	2,041.77	0.00	0.00	0.00	2,041.77
157	Track - Girls Equip/Supplies	2,048.24	0.00	0.00	0.00	2,048.24
160	Volleyball Contest	-190.00	0.00	900.00	0.00	-1,090.00
161	Volleyball Equip/Supplies	928.71	0.00	0.00	0.00	928.71
165	Wrestling Contest	0.00	0.00	0.00	0.00	0.00
166	Wrestling Equip/Supplies	4,068.75	0.00	0.00	0.00	4,068.75
180	PC Boys Basketball Contest	0.00	0.00	0.00	0.00	0.00
181	PC Boys Basketball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
182	PC Boys Track Contest	0.00	0.00	0.00	0.00	0.00
183	PC Boys Track Equip/Supplies	-55.00	0.00	0.00	0.00	-55.00
184	PC Football Contest	0.00	0.00	425.00	0.00	-425.00
185	PC Football Equip/Supplies	0.00	0.00	0.00	0.00	0.00
186	PC Girls Basketball Contest	0.00	0.00	0.00	0.00	0.00
187	PC Girls Basketball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
188	PC Girls Track Contest	0.00	0.00	0.00	0.00	0.00
189	PC Girls Track Equip/Supplies	-55.00	0.00	0.00	0.00	-55.00
190	PC Volleyball Contest	0.00	0.00	300.00	0.00	-300.00
191	PC Volleyball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
192	PC Wrestling Contest	0.00	0.00	0.00	0.00	0.00
193	PC Wrestling Equip/Supplies	0.00	0.00	0.00	0.00	0.00
A Totals:		46,254.24	27,951.10	13,057.45	0.00	61,147.89

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2013 to 09/30/2013.

Site ID Group ID	Site Name Group Name	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
B	Clubs & Organizations						
200	Baseball Club		0.00	0.00	0.00	0.00	0.00
203	Boys Basketball Club		356.97	0.00	0.00	0.00	356.97
205	Boys Golf Club		0.00	0.00	0.00	0.00	0.00
210	Boys Soccer Club		1,043.10	0.00	0.00	0.00	1,043.10
220	Cheer		3,498.01	600.00	552.51	0.00	3,545.50
240	Dance Team		3,982.63	4,155.00	3,083.10	0.00	5,054.53
245	Drama Club		2,874.78	0.00	23.06	0.00	2,851.72
250	FBLA		542.95	0.00	350.00	0.00	192.95
260	Football Club		11,037.05	2,786.00	2,146.63	0.00	11,676.42
270	Girls Basketball Club		1,400.83	0.00	0.00	0.00	1,400.83
280	Girls Golf Club		157.73	50.00	120.00	0.00	87.73
290	Girls Letter Club		2,535.93	0.00	0.00	0.00	2,535.93
300	Girls Soccer Club		2,265.58	0.00	0.00	0.00	2,265.58
330	National Honor Society		608.08	0.00	0.00	0.00	608.08
340	P Club		1,170.48	0.00	0.00	0.00	1,170.48
342	Platteview Tech Club		0.00	0.00	0.00	0.00	0.00
345	Softball Club		0.00	1,275.00	0.00	0.00	1,275.00
350	Skills USA		183.43	0.00	0.00	0.00	183.43
360	Spanish Club		578.73	0.00	0.00	0.00	578.73
370	Spirit Club		617.06	896.00	655.00	0.00	858.06
380	Student Council		797.01	0.00	0.00	0.00	797.01
390	Thespian		0.00	0.00	0.00	0.00	0.00
400	Track Club		386.68	0.00	0.00	0.00	386.68
410	Volleyball Club		6,721.53	1,380.00	1,020.06	0.00	7,081.47
420	Wrestling Club		2,693.56	0.00	0.00	0.00	2,693.56
	B	Totals:	43,452.12	11,142.00	7,950.36	0.00	46,643.76
C	Classes						
500	Art		2,756.48	120.00	26.52	0.00	2,849.96
505	Band		6,165.76	4,746.35	7,025.43	0.00	3,886.68
510	Choir		2,944.23	485.00	29.97	0.00	3,399.26
515	Class of 2016		223.57	2,418.00	727.20	0.00	1,914.37
520	Class of 2017		0.00	0.00	0.00	0.00	0.00
530	Class of 2014		2,494.42	0.00	0.00	0.00	2,494.42
540	Class of 2015		1,326.92	0.00	0.00	0.00	1,326.92
550	Construction Tech		152.82	0.00	0.00	0.00	152.82
570	Family Consumer Science		1,164.74	480.00	7.52	0.00	1,637.22
580	Industry Tech		1,652.96	1,611.00	0.00	0.00	3,263.96
590	Yearbook		3,751.51	1,314.00	0.00	0.00	5,065.51
	C	Totals:	22,633.41	11,174.35	7,816.64	0.00	25,991.12
D	Activities						

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 09/01/2013 to 09/30/2013.

Site ID Group ID	Site Name Group Name	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
600	Activities		43.99	0.00	0.00	0.00	43.99
650	Mock Trial		46.57	0.00	0.00	0.00	46.57
655	Musical		0.00	0.00	0.00	0.00	0.00
660	Play Production		0.00	0.00	267.85	0.00	-267.85
670	Speech		0.00	0.00	0.00	0.00	0.00
D Totals:			90.56	0.00	267.85	0.00	-177.29
E	Miscellaneous						
700	Alumni		2,780.53	0.00	0.00	0.00	2,780.53
705	Capital Improvement		5,000.00	0.00	0.00	0.00	5,000.00
710	Concessions		2,187.48	9,068.00	4,920.43	0.00	6,335.05
720	Faculty Courtesy Fund		937.18	20.00	0.00	0.00	957.18
730	Fine Arts		1,523.95	0.00	0.00	0.00	1,523.95
740	Guidance		455.80	0.00	0.00	0.00	455.80
750	Library		737.40	0.00	0.00	0.00	737.40
760	Principal		1,095.94	1,244.28	579.81	0.00	1,760.41
770	Textbook Fines		1,451.66	0.00	0.00	0.00	1,451.66
780	College Access Grant		1,489.58	750.00	730.36	0.00	1,509.22
E Totals:			17,659.52	11,082.28	6,230.60	0.00	22,511.20
F	Dual Credits						
805	Math		1,650.00	0.00	0.00	0.00	1,650.00
F Totals:			1,650.00	0.00	0.00	0.00	1,650.00
N	Non-Active Accounts						
90001	AV - Graduation		0.00	0.00	0.00	0.00	0.00
90002	Class of 2010		0.00	0.00	0.00	0.00	0.00
90003	Class of 2011		0.00	0.00	0.00	0.00	0.00
90004	Class of 2012		0.00	0.00	0.00	0.00	0.00
90005	Class of 2013		96.62	0.00	0.00	0.00	96.62
90060	General Fund		0.00	0.00	0.00	0.00	0.00
90061	German		0.00	0.00	0.00	0.00	0.00
90062	Government		0.00	0.00	0.00	0.00	0.00
90063	Lit Mag		0.00	0.00	0.00	0.00	0.00
N Totals:			96.62	0.00	0.00	0.00	96.62
SpringPI Totals:			131,836.47	61,349.73	35,322.90	0.00	157,863.30
Report Totals:			131,836.47	61,349.73	35,322.90	0.00	157,863.30

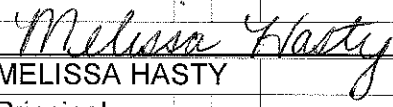
Statement of Activity Fund
Springfield Elementary
For the Period of Sept. 1 2013 - Sept. 30, 2013

Activity	Balance Last Report	Receipts	Expenditures	Transactions In-Out	Balance On Hand
Library	\$ 1,795.17	\$ -	\$ -	\$ -	\$ 1,795.17
Pop	\$ 295.10	\$ 104.65	\$ 116.19	\$ -	\$ 283.56
General	\$ 2,556.09	\$ 663.43	\$ 233.93	\$ -	\$ 2,985.59
Student Council	\$ 2,367.51	\$ 46.45	\$ 196.87	\$ -	\$ 2,217.09
Technology Fund	\$ 565.79	\$ -	\$ -	\$ -	\$ 565.79
Total	\$ 7,579.66	\$ 814.53	\$ 546.99	\$ -	\$ 7,847.20

Previous Bank Balance \$ 7,949.66
 Deposits made this month \$ 814.53
 Checks Paid this Month \$ 670.12
 New Bank Balance \$ 8,094.07
 Minus Outstanding Cks. \$ 246.87
 Plus Outstanding Deposits \$ -
 Final Account Balance \$ 7,847.20

Wes Reed

Wes Reed, Principal
October 2, 2013

STATEMENT OF ACTIVITY FUND					
WESTMONT ELEMENTARY					
FOR THE PERIOD: Sept. 2013					
Activity	Balance Last Report	Receipts	Expenditures	Balance On Hand	
Library Fund	\$3,413.55	\$15.00	\$0.00	\$3,428.55	
General Fund	\$2,734.12	\$1,144.45	\$112.92	\$3,765.65	
Pop	\$1,383.18	\$0.00	\$90.15	\$1,293.03	
Student Council	\$1,038.27	\$0.00	\$134.16	\$904.11	
Totals	\$8,569.12	\$1,159.45	\$337.23	\$9,391.34	
Previous Bank Balance	\$8,621.09				
Deposits Made This Month	\$1,159.45				
Checks Paid This Month	\$389.20				
New Bank Balance	\$9,391.34				
Minus Outstanding Checks	\$0.00				
Plus Outstanding Deposits	\$0.00				
Final Account Balance	\$9,391.34				
				 MELISSA HASTY Principal	

Reconciliation Summary

BANK STATEMENT -- CLEARED TRANSACTIONS:

Previous Balance:			1,837.62
Checks and Payments	0	Items	0.00
Deposits and Other Credits	1	Item	30.00
Service Charge	0	Items	0.00
Interest Earned	0	Items	0.00
Ending Balance of Bank Statement:			1,867.62

YOUR RECORDS -- UNCLEARED TRANSACTIONS:

Cleared Balance:			1,867.62
Checks and Payments	0	Items	0.00
Deposits and Other Credits	0	Items	0.00
Register Balance as of 9/30/2013:			1,867.62
Checks and Payments	0	Items	0.00
Deposits and Other Credits	1	Item	339.00
Register Ending Balance:			2,206.62

BILLS BY FUND FOR PAYMENT OCTOBER 14, 2013			
GENERAL FUND			
Payee	Account Code	Reason	Amount
Apple Financial Services	1-01-1100-318	PMT#5 COMPUTER EQUIPMENT	\$ 147,618.75
Prime Communications, Inc.	1-01-1100-318	NETWORK CABLE REPAIR	\$ 462.18
Prime Communications, Inc.	1-01-1100-318	SECURITY RE-INSTALL @ SP	\$ 150.00
State of NE-Office of CIO	1-01-1100-318	ONLINE SERVICE	\$ 233.21
AMAZON	1-01-1100-410	SUPPLIES	\$ 150.94
Interstate All Battery Center	1-01-1100-410	SUPPLIES	\$ 62.98
AMAZON	1-01-1100-420	SUPPLIES	\$ 159.53
Houghton Mifflin Harcourt School Pu	1-01-1100-420	ALGEBRA 1 FUSE	\$ 349.93
Mahoney, Jeremy R	1-01-1100-670	REIMBR. MILEAGE	\$ 70.06
Staskiewicz, Frank	1-01-1100-670	REIMBR. MILEAGE	\$ 54.24
Kids On The Move Inc	1-01-1210-318	SPED SERVICE	\$ 1,365.00
American Express	1-01-1210-410	CREDIT CARD PAYMENT	\$ 81.02
Educational Service #3	1-01-1210-410	2013 ANNUAL BUY	\$ 7.31
CDWG	1-01-1210-460	LAPTOPS	\$ 678.71
Educational Service #3	1-01-1210-530	2013 ANNUAL BUY	\$ 252.97
Dill, Shellie L	1-01-1210-670	REIMBR. MILEAGE	\$ 93.23
Belsky, Anita C	1-01-1240-410	REIMBR. MILEAGE/SUPPLIES	\$ 8.27
Educational Service #3	1-01-1240-410	2013 ANNUAL BUY	\$ 92.55
CDWG	1-01-1240-460	LAPTOPS	\$ 678.71
CDWG	1-01-1240-460	SUPPLIES	\$ 156.40
ASCD	1-01-1240-630	MEMBERSHIP-A. BELSKY	\$ 124.00
Belsky, Anita C	1-01-1240-670	REIMBR. MILEAGE/SUPPLIES	\$ 303.97
Elliff, Becky L	1-01-1240-670	REIMBR. MILEAGE	\$ 14.69
Educational Service #3	1-01-2130-410	2013 ANNUAL BUY	\$ 749.87
Feldhacker, Heather L	1-01-2130-410	REIMBR. MILEAGE/SUPPLIES	\$ 120.88
Feldhacker, Heather L	1-01-2130-670	REIMBR. MILEAGE/SUPPLIES	\$ 74.30
Creative Mathematics	1-01-2210-410	SUPPLIES	\$ 121.00
CDWG	1-01-2210-460	LAPTOPS	\$ 835.11
Elliff, Becky L	1-01-2210-670	REIMBR. MILEAGE	\$ 14.69
Kirwan, Holli S	1-01-2210-670	REIMBR. MILEAGE	\$ 84.75
McCracken, Michelle L	1-01-2210-670	REIMBR. MILEAGE	\$ 114.36
Parr, Michelle M	1-01-2210-670	REIMBR. MILEAGE	\$ 148.03
NE Council of School Administrators	1-01-2310-630	CONFERENCE-K. FISHER	\$ 185.00
NE Education Technology Services,	1-01-2310-690	SEPT E MEEINGS FOR SEP1-DEC31	\$ 333.33
Taher, Inc.	1-01-2310-690	BREAKFAST TEACHERS-8/9 & 8/12	\$ 840.00
Harding & Shultz, P.C.,L.L.O.	1-01-2320-317	LEGAL SERVICE	\$ 681.00
Omaha World Herald	1-01-2320-350	EMPLOYMENT AD/LEGALS	\$ 1,101.40
Educational Service #3	1-01-2320-410	2013 ANNUAL BUY	\$ 110.46
Quill Corp	1-01-2320-410	SUPPLIES	\$ 27.12
NE Council of School Administrators	1-01-2320-630	CONFERENCE- B. RICHARDS	\$ 185.00
Bumgardner, Thoma J	1-01-2320-670	REIMBR. MILEAGE	\$ 244.69
Fairfield Inn & Suites by Marriott-Ke	1-01-2320-670	ROOM-BUMGARDNER	\$ 92.95
Richards, Brett A	1-01-2320-670	REIMBR. MILEAGE	\$ 236.26
HyVee Food & Drug Store	1-01-2320-690	SUPPLIES	\$ 150.80
Sarpy Co Chamber Of Comm	1-01-2320-690	MEMBERSHIP RENEWAL	\$ 225.00
Lukas Partners, Inc.	1-01-2330-318	PR SERVICE	\$ 602.90
American Express	1-01-2330-350	CREDIT CARD PAYMENT	\$ 143.96
Educational Service Unit #3 (ADMIN	1-01-2510-318	SUB PAY /BACKGROUND CKS	\$ 70.00
Harris	1-01-2510-318	ATTENDANCE ANNUAL MAINT.	\$ 1,350.00
Midwest Office Automations	1-01-2510-318	COPIER LEASE	\$ 2,765.99
Frankel, Zacharia	1-01-2510-319	AUDIT PLANNING	\$ 2,415.00
Harris	1-01-2510-319	TIME CLOCKS	\$ 11,975.00
Totalfunds by Hasler	1-01-2510-341	POSTAGE	\$ 997.00
CenturyLink	1-01-2510-342	PHONE @ CO	\$ 232.08
CenturyLink	1-01-2510-342	PHONE @ SP	\$ 398.58
MCI	1-01-2510-342	LONG DISTANCE	\$ 157.87
MCI a Verizon Company	1-01-2510-342	LONG DISTANCE	\$ 599.21
Verizon Wireless	1-01-2510-342	CELL PHONE	\$ 164.86
Windstream	1-01-2510-342	PHONES	\$ 1,021.26
Windstream	1-01-2510-342	PONES	\$ 1,027.22

BILLS BY FUND FOR PAYMENT OCTOBER 14, 2013			
Educational Service #3	1-01-2510-410	2013 ANNUAL BUY	\$ 222.39
Quill Corp	1-01-2510-410	SUPPLIES	\$ 79.15
Molzer, Lori A	1-01-2510-670	REIMBR. MILEAGE	\$ 158.01
American Express	1-01-2520-336	CREDIT CARD PAYMENT	\$ 703.10
O'Reilly Automotive Inc	1-01-2520-337	CREDIT MEMO	\$ (33.99)
O'Reilly Automotive Inc	1-01-2520-337	SUPPLIES	\$ 56.93
ARR-Boone Brothers Roofing	1-01-2620-318	REPAIR	\$ 251.00
ESI Communications Inc	1-01-2620-318	PHONE REPAIR @ PHS & PC	\$ 87.50
Grunwald Mechanical Contractor	1-01-2620-318	BACKFLOW TEST	\$ 427.10
Hayes Mechanical, LLC	1-01-2620-318	CARRIER UNIT NOT COOLING @ SP	\$ 1,140.98
Hayes Mechanical, LLC	1-01-2620-318	MUSIC ROOM AC NOT COOLING @ PHS	\$ 299.00
Johnson, Charles E	1-01-2620-318	WATER OPERATOR	\$ 1,800.00
Rosser Lawn Care, Inc.	1-01-2620-318	MOWING @ LP	\$ 260.00
Rosser Lawn Care, Inc.	1-01-2620-318	MOWING @ PHS	\$ 1,209.00
Rosser Lawn Care, Inc.	1-01-2620-318	MOWING @ SP	\$ 327.60
Rosser Lawn Care, Inc.	1-01-2620-318	MOWING @ WM	\$ 436.80
Sterrett Bros Sanitation	1-01-2620-318	SANITATION PICK UP	\$ 2,688.00
Great Plains Pest Services In	1-01-2620-319	PEST CONTROL	\$ 150.00
Greater Omaha Refrigeration	1-01-2620-319	REFRIG. REPAIR @ PHS	\$ 557.10
Greater Omaha Refrigeration	1-01-2620-319	WALK INCOOLER @ PHS REPAIR	\$ 404.67
Greater Omaha Refrigeration	1-01-2620-319	WALKIN FREEZER @ PHS REPAIR	\$ 236.73
Hayes Mechanical, LLC	1-01-2620-319	HEAT PUMP @ PC REPLACED	\$ 5,155.00
Hughes Tree Service	1-01-2620-319	TREE TREATMENT @ PC	\$ 75.00
Millard Sprinkler	1-01-2620-319	PHS FB SPRINKLER	\$ 75.00
Timberland Hardwood Floors Inc.	1-01-2620-319	GYM FLOOR REPAIR @PHS	\$ 2,000.00
Educational Service #3	1-01-2620-410	2013 ANNUAL BUY	\$ 13,790.18
Electrical Engineering & Equipment	1-01-2620-410	SUPPLIES	\$ 514.37
Grainger	1-01-2620-410	SUPPLIES	\$ 813.18
Hillyard/Sioux Falls	1-01-2620-410	SUPPLIES	\$ 82.00
Home Depot/GECEP	1-01-2620-410	SUPPLIES	\$ 372.93
Mark's Plumbing Parts	1-01-2620-410	SUPPLIES	\$ 585.44
Metropolitan Utilities Dist	1-02-2610-321	LEVEL PAYMENT	\$ 500.00
Omaha Public Power District	1-02-2610-322	LEVEL PAYMENT	\$ 389.47
First Student	1-02-2750-318	ACTIVITY TRIPS	\$ 6,714.07
First Student	1-02-2750-318	FACILITY RENT	\$ (2,000.00)
First Student	1-02-2750-318	FUEL ESCALATOR	\$ 7,980.33
First Student	1-02-2750-318	REGULAR ROUTE	\$ 13,204.52
First Student	1-02-2750-318	REGULAR ROUTES	\$ 45,272.64
First Student	1-02-2750-318	ROUTE EXTENSIONS	\$ 1,508.08
First Student	1-02-2750-318	ROUTE EXTENTIONS	\$ (160.08)
First Student	1-02-2760-318	SPED ROUTES	\$ 34,994.35
First Student	1-02-2760-318	SPED ROUTES NON-DISTRICT DAYS	\$ 2,709.24
First Student	1-02-2790-318	LC HOURS	\$ 3,235.20
First Student	1-02-2790-318	LEARNING COMMUNITY HOURS	\$ 943.60
Metropolitan Utilities Dist	1-03-2610-321	LEVEL PAYMENT	\$ 640.00
Omaha Public Power District	1-03-2610-322	LEVEL PAYMENT	\$ 370.76
Educational Service Unit #3 (ADMIN	1-10-1100-120	SUB PAY /BACKGROUND CKS	\$ 460.00
Educational Service Unit #3 (ADMIN	1-10-1100-210	SUB PAY /BACKGROUND CKS	\$ 35.20
Educational Service Unit #3 (ADMIN	1-10-1100-290	SUB PAY /BACKGROUND CKS	\$ 2.77
Sarpy County Treasurer's Offi	1-10-1100-313	RESOURCE OFFICER	\$ 5,393.11
Educational Service #3	1-10-1100-410	2013 ANNUAL BUY	\$ 4,503.51
Emily R Wadhams, HPMT,MT-BC	1-10-1230-362	SPED SERVICE	\$ 400.00
Kids On The Move Inc	1-10-1290-318	SPED SERVICE	\$ 30.00
Dolezal, Susan K	1-10-1290-410	REIMBR. SUPPLIES	\$ 96.24
Educational Service #3	1-10-1290-410	2013 ANNUAL BUY	\$ 589.52
Edwards, Elizabeth A	1-10-1290-410	REIMBR. MILEAGE/SUPPLIES	\$ 8.29
HyVee Food & Drug Store	1-10-1290-410	SUPPLIES	\$ 424.50
Lee, Sandra R	1-10-1290-410	REIMBR. SUPPLIES	\$ 68.17
Taher, Inc.	1-10-1290-410	PRE-SCHOOL SUPPLIES	\$ 855.02
Edwards, Elizabeth A	1-10-1290-670	REIMBR. MILEAGE	\$ 46.84
Edwards, Elizabeth A	1-10-1290-670	REIMBR. MILEAGE/SUPPLIES	\$ 94.07
Prufrock Press	1-10-1310-410	SUPPLIES	\$ 19.95
Prufrock Press	1-10-1310-410	SUPPLIES	\$ 19.95

BILLS BY FUND FOR PAYMENT OCTOBER 14, 2013			
Prufrock Press	1-10-1310-410	S/H	\$ 6.95
Culligan Us Filter	1-11-1100-318	SUPPLIES	\$ 20.50
Classroom Direct	1-11-1100-410	Stamps	\$ 19.14
Classroom Direct	1-11-1100-410	Storage Baskets	\$ 41.10
Classroom Direct	1-11-1100-410	Washable Markers	\$ 71.94
Classroom Direct	1-11-1100-410	Basic Wooden Geometric Solids	\$ 16.74
Classroom Direct	1-11-1100-410	Dots on Black Name Plates	\$ 5.54
Classroom Direct	1-11-1100-410	Fiskars Scissors with Caddy	\$ 89.94
Classroom Direct	1-11-1100-410	Pocket Chart	\$ 25.54
Classroom Direct	1-11-1100-410	Reading comprehension cubes	\$ 19.74
Classroom Direct	1-11-1100-410	Stacking Trays	\$ 13.35
Educational Service #3	1-11-1100-410	2013 ANNUAL BUY	\$ 2,426.99
Educational Service #3	1-11-1100-410	CREDIT MEMO	\$ (40.11)
Educational Service #3	1-11-1100-410	SUPPLIES	\$ 43.50
Nasco	1-11-1100-410	Ceramic Bead Tree	\$ 32.95
Nasco	1-11-1100-410	Nasco Kiln Wash	\$ 14.95
Nasco	1-11-1100-410	Shipping	\$ 8.95
Nasco	1-11-1100-410	Stowaway tote	\$ 50.10
Schmitt Music Center	1-11-1100-410	SUPPLIES	\$ 90.57
TEACHER DIRECT	1-11-1100-410	100 days paper glasses	\$ 9.76
TEACHER DIRECT	1-11-1100-410	30 Slot Mailboxes	\$ 89.76
TEACHER DIRECT	1-11-1100-410	Addition Flash Cards	\$ 43.52
TEACHER DIRECT	1-11-1100-410	Behavioral Pocket chart	\$ 15.48
TEACHER DIRECT	1-11-1100-410	Birthday Pencils	\$ 6.54
TEACHER DIRECT	1-11-1100-410	Washable Stamp Pads	\$ 13.44
TEACHER DIRECT	1-11-1100-410	Wax works sticks - bright colors	\$ 5.96
TEACHER DIRECT	1-11-1100-410	Fun to know puzzles - easy subtraction	\$ 8.88
TEACHER DIRECT	1-11-1100-410	Math Practice Graphs/Charts	\$ 10.88
TEACHER DIRECT	1-11-1100-410	Mr Sketch scented chisel tip markers 18 color	\$ 20.56
TEACHER DIRECT	1-11-1100-410	Printer compatible certificates and awards - Ki	\$ 8.96
TEACHER DIRECT	1-11-1100-410	Shipping	\$ 25.50
TEACHER DIRECT	1-11-1100-410	Subtraction Flash Cards	\$ 43.52
TEACHER DIRECT	1-11-1100-410	Book Buddy Bags	\$ 39.84
TEACHER DIRECT	1-11-1100-410	Classroom keepers bulletin board storage box	\$ 7.48
TEACHER DIRECT	1-11-1100-410	Clipboards	\$ 30.72
TEACHER DIRECT	1-11-1100-410	Creativity street glitter glue	\$ 43.76
TEACHER DIRECT	1-11-1100-410	Expo low odor dry erase markers 16 count chi	\$ 35.76
TEACHER DIRECT	1-11-1100-410	Fun to know puzzles - easy addition	\$ 8.88
AccuPrint Laser Services Inc	1-11-1100-530	TONER	\$ 379.90
Educational Service #3	1-11-1100-530	2013 ANNUAL BUY	\$ 3,288.61
TEACHER DIRECT	1-11-1100-530	Royal Premium Chart Caddy Center	\$ 298.88
TEACHER DIRECT	1-11-1100-530	Shipping	\$ 72.99
TEACHER DIRECT	1-11-1100-530	Wheasel Easel	\$ 359.76
Educational Service #3	1-11-1100-560	2013 ANNUAL BUY	\$ 1,112.06
Janak, Maria J	1-11-1100-670	REIMBR. MILEAGE	\$ 48.88
Educational Service #3	1-11-1100-690	CONFERENCE CENTER	\$ 50.00
Educational Service Unit #3 (ADMIN	1-11-1220-120	SUB PAY /BACKGROUND CKS	\$ 57.50
Educational Service Unit #3 (ADMIN	1-11-1220-210	SUB PAY /BACKGROUND CKS	\$ 4.40
Educational Service Unit #3 (ADMIN	1-11-1220-290	SUB PAY /BACKGROUND CKS	\$ 0.35
AccuPrint Laser Services Inc	1-11-1220-410	TONER	\$ 245.80
Oriental Trading	1-11-2120-410	Neon Sunglasses with Peace Signs	\$ 9.50
Oriental Trading	1-11-2120-410	Push Star	\$ 4.99
Oriental Trading	1-11-2120-410	Press and Go Dinosaurs	\$ 10.00
Oriental Trading	1-11-2120-410	Shipping	\$ 18.99
Oriental Trading	1-11-2120-410	Snowball Pinball Game	\$ 4.99
Oriental Trading	1-11-2120-410	Star Print Mirrored Lens Sunglasses	\$ 8.25
Oriental Trading	1-11-2120-410	Dinosaur Rubber Duckies	\$ 6.00
Oriental Trading	1-11-2120-410	Flipping Wind-Up Ladybugs	\$ 24.00
Oriental Trading	1-11-2120-410	Football Assortment	\$ 18.00
Oriental Trading	1-11-2120-410	Glow In The Dark Noodle Balls	\$ 7.99
Oriental Trading	1-11-2120-410	Mega Die Cast Assortment	\$ 21.00
Oriental Trading	1-11-2120-410	Neon Smile Face Stress Balls	\$ 14.50
Oriental Trading	1-11-2120-410	Star Student Pencil Grips	\$ 60.00

BILLS BY FUND FOR PAYMENT OCTOBER 14, 2013			
Positive Promotions	1-11-2120-410	SUPPLIES	\$ 221.15
Educational Service #3	1-11-2220-410	2013 ANNUAL BUY	\$ 258.10
EBSCO Industries, Inc.	1-11-2220-440	SUBSCRIPTION RENEWAL	\$ 495.15
Reed, Wesley S	1-11-2410-670	SUPPLIES	\$ 98.59
Metropolitan Utilities Dist	1-11-2610-321	LEVEL PAYMENT	\$ 1,180.00
Omaha Public Power District	1-11-2610-322	LEVEL PAYMENT	\$ 3,558.69
Black Hills Energy	1-11-2610-323	GAS SERVICE @ LP	\$ 19.83
City Of Springfield	1-11-2610-323	WATER @ SEWER @ SP	\$ 150.80
Hillyard/Sioux Falls	1-11-2610-410	SUPPLIES	\$ 87.57
Educational Service #3	1-12-1100-410	2013 ANNUAL BUY	\$ 1,018.47
Handwriting Without Tears	1-12-1100-410	Handwriting Without Tears Slate Chalkboards	\$ 85.00
Handwriting Without Tears	1-12-1100-410	Handwriting Without Tears workbooks	\$ 290.00
Handwriting Without Tears	1-12-1100-410	Shipping	\$ 37.50
Nasco	1-12-1100-410	Nasco Kiln Wash	\$ 14.95
Oriental Trading	1-12-1100-410	SUPPLIES	\$ 350.07
Pepper Of Minneapolis	1-12-1100-410	SUPPLIES	\$ 35.98
Positive Promotions	1-12-1100-410	SUPPLIES	\$ 298.19
Really Good Stuff	1-12-1100-410	Shipping	\$ 10.95
Really Good Stuff	1-12-1100-410	SUPPLIES	\$ 89.80
Schmitt Music Center	1-12-1100-410	SUPPLIES	\$ 90.56
TEACHER DIRECT	1-12-1100-410	12 MINI JUDY CLOCKS - STORK	\$ 29.76
TEACHER DIRECT	1-12-1100-410	STANDARD POCKET CHART - MURPHY	\$ 29.76
TEACHER DIRECT	1-12-1100-410	WHITE SENTENCE STRIPS - MURPHY, KAY	\$ 4.96
TEACHER DIRECT	1-12-1100-410	X-ACTO SCHOOL PRO-ELECTRIC SHARPE	\$ 110.64
TEACHER DIRECT	1-12-1100-410	HAPPY BIRTHDAY PENCILS - 2 KRUGER, 2	\$ 8.72
TEACHER DIRECT	1-12-1100-410	HIGHLIGHTER TAPE- 6 STANDARD COLOR	\$ 17.68
TEACHER DIRECT	1-12-1100-410	MAVALUS TAPE - 2 KRUGER - 2 SCHLANG	\$ 11.92
TEACHER DIRECT	1-12-1100-410	PRIVACY BOARDS (BLACK) 5 BLUM, 5 MUF	\$ 98.80
TEACHER DIRECT	1-12-1100-410	Royal Premium Chart Caddy Center 329-BTH	\$ 298.88
TEACHER DIRECT	1-12-1100-410	Shipping	\$ 44.83
TEACHER DIRECT	1-12-1100-410	CLASSROOM PENCIL SHARPENER - KRUG	\$ 119.76
TEACHER DIRECT	1-12-1100-410	COLOR CODING LABELS - BLUM	\$ 5.34
TEACHER DIRECT	1-12-1100-410	DAIly SCHEDULE - KAY	\$ 12.88
TEACHER DIRECT	1-12-1100-410	DESK NAMEPLATES - KRUGER, SCHLANGE	\$ 10.96
TEACHER DIRECT	1-12-1100-410	FEET BY THE FOOT - STORK	\$ 42.76
TEACHER DIRECT	1-12-1100-410	HAPPY BIRTHDAY CROWN - ROESLER	\$ 9.88
TEACHER DIRECT	1-12-1100-410	25 ASST POLKA DOTS - GADE	\$ 4.28
TEACHER DIRECT	1-12-1100-410	25 BRITE COLORS ASST. - KAY	\$ 4.28
TEACHER DIRECT	1-12-1100-410	ALPHABET POCKETCHART - BAINES	\$ 23.38
TEACHER DIRECT	1-12-1100-410	ANSWER BUZZERS - ENGEN	\$ 17.88
TEACHER DIRECT	1-12-1100-410	ASSORTED SENTENCE STRIPS - MURPHY	\$ 2.88
TEACHER DIRECT	1-12-1100-410	BOOK TAPE - 2 KRUGER, 2 SCHLANGE	\$ 21.92
US Games	1-12-1100-410	Shipping	\$ 7.31
US Games	1-12-1100-410	Voit 8 1/2" Enduro Series Playground Balls	\$ 42.99
Educational Service #3	1-12-1100-630	CONFERENCE CENTER	\$ 50.00
National Association for Music Educ	1-12-1100-630	Emilie Klein	\$ 117.00
Staff Development/Educators	1-12-1100-630	CONFERENCE-STORK,KRUGER,GILES,BLU	\$ 796.00
Janak, Maria J	1-12-1100-670	REIMBR. MILEAGE	\$ 136.53
Movie Licensing USA	1-12-1100-690	SITE LICENSE	\$ 350.00
Educational Service Unit #3 (ADMIN	1-12-1220-120	SUB PAY /BACKGROUND CKS	\$ 1,750.00
Educational Service Unit #3 (ADMIN	1-12-1220-210	SUB PAY /BACKGROUND CKS	\$ 133.88
Educational Service Unit #3 (ADMIN	1-12-1220-290	SUB PAY /BACKGROUND CKS	\$ 10.50
AMAZON	1-12-1220-410	SUPPLIES	\$ 13.25
Educational Service #3	1-12-2220-410	2013 ANNUAL BUY	\$ 334.52
EBSCO Industries, Inc.	1-12-2220-440	SUBSCR. RENEWAL	\$ 486.22
Hasty, Melissa D	1-12-2410-670	REIMBR. MILEAGE	\$ 192.67
Omaha Public Power District	1-12-2610-322	LEVEL PAYMENT	\$ 4,251.29
S I D #23	1-12-2610-323	WATER & SEWER @ WM	\$ 50.56
Hillyard/Sioux Falls	1-12-2610-410	SUPPLIES	\$ 87.56
Educational Service Unit #3 (ADMIN	1-20-1100-120	SUB PAY /BACKGROUND CKS	\$ 1,092.50
Educational Service Unit #3 (ADMIN	1-20-1100-210	SUB PAY /BACKGROUND CKS	\$ 83.60
Educational Service Unit #3 (ADMIN	1-20-1100-290	SUB PAY /BACKGROUND CKS	\$ 6.53
Sarpy County Treasurer's Offi	1-20-1100-313	RESOURCE OFFICER	\$ 5,393.11

BILLS BY FUND FOR PAYMENT OCTOBER 14, 2013			
Educational Service #3	1-20-1100-410	2013 ANNUAL BUY	\$ 4,503.51
Platteview High School	1-20-1100-690	FEE WAIVER-BAND FEES	\$ 8.99
Heartland Foundation	1-20-1230-362	SPED SERVICE	\$ 3,220.00
Ollie Webb Center, Inc.	1-20-1230-362	SPED SERVICE	\$ 19,390.00
Vocational Development Center, Inc	1-20-1230-362	SPED SERVICE	\$ 1,400.10
Educational Service #3	1-21-1100-410	2013 ANNUAL BUY	\$ 721.05
Nasco	1-21-1100-410	Clamp Lamp	\$ 13.70
Omaha World Herald	1-21-1100-410	10 paper subscription	\$ 37.80
Scanlan, Arlis J	1-21-1100-410	REIMBR. SUPPLIES	\$ 40.00
Educational Service #3	1-21-1100-630	CONFERENCE CENTER	\$ 200.00
Mathcounts Foundation	1-21-1100-630	2013-2014 Registration	\$ 190.00
NE Association of Teachers of Science	1-21-1100-630	FALL CONFERENCE - A. SCANLAN	\$ 103.00
Culligan Us Filter	1-21-1100-690	SUPPLIES	\$ 106.50
Educational Service Unit #3 (ADMIN	1-21-1220-120	SUB PAY /BACKGROUND CKS	\$ 115.00
Educational Service Unit #3 (ADMIN	1-21-1220-210	SUB PAY /BACKGROUND CKS	\$ 8.80
Educational Service Unit #3 (ADMIN	1-21-1220-290	SUB PAY /BACKGROUND CKS	\$ 0.69
AMAZON	1-21-1220-410	Touching Spirit Bear Audio CD	\$ 29.92
Destination ImagiNation, Inc.	1-21-1310-410	SUPPLIES	\$ 415.00
OverDrive, Inc.	1-21-2220-318	LIBRARY BOOKS	\$ 95.88
OverDrive, Inc.	1-21-2220-318	LICENSING & HOSTING ONLINE LIBRARY	\$ 400.00
Educational Service #3	1-21-2220-410	2013 ANNUAL BUY	\$ 68.06
Omaha World Herald	1-21-2220-440	10 paper subscription	\$ 12.60
Papillion Times	1-21-2220-440	RENEW SUBSCRIPTION	\$ 47.00
AMAZON	1-21-2230-530	SUPPLIES	\$ 95.43
Omaha World Herald	1-21-2410-410	10 paper subscription	\$ 12.60
Hillyard/Sioux Falls	1-21-2610-410	SUPPLIES	\$ 87.57
Adams Professional Service, Inc.	1-22-1100-318	PIANO TUNE	\$ 80.00
Edgenuity Inc.	1-22-1100-318	VIRTUAL CLASSROOM	\$ 1,400.00
AMAZON	1-22-1100-410	Sew Step by Step by Alison Smith ISBN: 9780	\$ 53.15
DC West Community Schools	1-22-1100-410	SUPPLIES	\$ 17.10
Educational Service #3	1-22-1100-410	2013 ANNUAL BUY	\$ 4,646.36
Educational Service #3	1-22-1100-410	CREDIT MEMO	\$ (40.11)
Educational Service #3	1-22-1100-410	SUPPLIES	\$ 13.33
Home Depot/GECF	1-22-1100-410	SUPPLIES	\$ 121.97
King, Matthew T	1-22-1100-410	REIMBR. SUPPLIES	\$ 31.46
Matheson Tri-Gas, Inc.	1-22-1100-410	SUPPLIES	\$ 262.90
Omaha World Herald	1-22-1100-410	10 paper subscription	\$ 12.60
Quill Corp	1-22-1100-410	SUPPLIES	\$ 465.15
Walmart Community/GECRB	1-22-1100-410	SUPPLIES	\$ 205.79
Hopp, Andrew S	1-22-1100-670	REIMBR. MILEAGE	\$ 194.36
Janda, Michelle M	1-22-1100-670	REIMBR. MILEAGE/MEALS	\$ 346.81
Morgenson, Jodie L	1-22-1100-670	REIMBR. MEALS	\$ 52.00
Educational Service Unit #3 (ADMIN	1-22-1220-120	SUB PAY /BACKGROUND CKS	\$ 115.00
Educational Service Unit #3 (ADMIN	1-22-1220-210	SUB PAY /BACKGROUND CKS	\$ 8.80
Educational Service Unit #3 (ADMIN	1-22-1220-290	SUB PAY /BACKGROUND CKS	\$ 0.69
Omaha World Herald	1-22-1220-410	10 paper subscription	\$ 12.60
Target	1-22-1220-410	SUPPLIES	\$ 47.59
Stanton, John M	1-22-2120-670	REIMBR. MILEAGE	\$ 56.50
Educational Service #3	1-22-2220-410	2013 ANNUAL BUY	\$ 118.09
Junior Library Guild	1-22-2220-430	LIBRARY BOOKS	\$ 738.00
OverDrive, Inc.	1-22-2220-430	LIBRARY BOOKS	\$ 292.11
OverDrive, Inc.	1-22-2220-430	LIBRARY LICENSING & HOSTING	\$ 1,500.00
Omaha World Herald	1-22-2220-440	10 paper subscription	\$ 12.60
Good Life Outdoors Photography	1-22-2410-318	SB TEAM PRING	\$ 62.50
Papillion Times	1-22-2410-318	RENEW SUBSCRIPTION	\$ 92.00
University of NE High School	1-22-2410-318	ONLINE CLASS-MAHONEY	\$ 354.38
University of NE High School	1-22-2410-318	ONLINE CLASS-SHERMAN	\$ 347.31
American Express	1-22-2410-410	CREDIT CARD PAYMENT	\$ 74.95
Awards Unlimited	1-22-2410-410	SUPPLIES	\$ 1,772.00
Home Depot/GECF	1-22-2410-410	SUPPLIES	\$ 158.49
Omaha World Herald	1-22-2410-410	10 paper subscription	\$ 25.20
Quill Corp	1-22-2410-410	SUPPLIES	\$ 97.28
Case, Jacki L	1-22-2410-670	REIMBR. MILEAGE	\$ 35.60

BILLS BY FUND FOR PAYMENT OCTOBER 14, 2013			
Joekel, Steven K	1-22-2410-670	REIMBR. MILEAGE	\$ 313.01
Stadium Sports	1-22-2410-690	SUPPLIES	\$ 433.50
Metropolitan Utilities Dist	1-22-2610-321	LEVEL PAYMENT	\$ 4,140.00
Omaha Public Power District	1-22-2610-322	LEVEL PAYMENT	\$ 15,619.79
Hillyard/Sioux Falls	1-22-2610-410	SUPPLIES	\$ 175.14
			\$ 448,092.71
FOOD SERVICE FUND			
Payee	Account Code	Reason	Amount
Educational Service #3	2-23-6000-410	2013 ANNUAL BUY	\$ 2,709.35
Taher, Inc.	2-23-6000-470	OPERATING EXPENSES AUG 2013	\$ 26,594.05
			\$ 29,303.40
BUILDING FUND			
Payee	Account Code	Reason	Amount
Jensen Gardens, Inc.	3-06-2515-000	MULCH @ PEEC	\$ 1,245.00
Jensen Gardens, Inc.	3-06-2515-000	MULCH @ PHS	\$ 680.00
Jensen Gardens, Inc.	3-06-2515-000	MULCH @ SP	\$ 272.00
Jensen Gardens, Inc.	3-06-2515-000	MULCH @ WEEC	\$ 1,892.00
Jensen Gardens, Inc.	3-06-2515-000	MULCH @ WM	\$ 238.00
Pioneer Manufacturing Company	3-06-2515-000	SUPPLIES	\$ 680.25
			\$ 5,007.25
			\$ 482,403.36



Prepared For
BRETT RICHARDS
 SO SARPY SCHOOL 46

Account Number
 XXXX-XXXXX7-21006

Closing Date
 09/22/13

Page 3 of 3

Activity Continued

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 002 002 03316 R04A7A2C
 06691 R04A7A2C 03316
 (000)

Card Number	XXXX-XXXXX7-22020	Reference Code	Amount \$
08/27/13	B & B PITSTOP REF# 000013533 PURCHASE ROC NUMBER 000013533	SPRINGFIELD NE GAS STATION 08/26/13	89.00 <i>fuel</i>
08/28/13	B & B PITSTOP REF# 000013641 PURCHASE ROC NUMBER 000013641	SPRINGFIELD NE GAS STATION 08/27/13	76.37 <i>fuel</i>
08/28/13	CREDIT PENDING INVESTIGATION OF DISPUTE DATE OF ABOVE 08/28		-19.99 Credit
08/30/13	NAMIFY LLC 878811700 REF# 0 CATALOG MERCHAND	SPRINGVILLE UT 08/29/13	81.02 <i>CO - 1-01-1210-410</i>
08/31/13	STAPLES 01854 REF# 000500230	OMAHA NE (800)333-3330 08/30/13	143.96 <i>CO - 1-01-2330-350</i>
09/04/13	B & B PITSTOP REF# 000014596 PURCHASE ROC NUMBER 000014596	SPRINGFIELD NE GAS STATION 09/03/13	71.00 <i>fuel</i>
09/04/13	B & B PITSTOP REF# 000014597 PURCHASE ROC NUMBER 000014597	SPRINGFIELD NE GAS STATION 09/03/13	18.81 <i>fuel</i>
09/07/13	B & B PITSTOP REF# 000014872 PURCHASE ROC NUMBER 000014872	SPRINGFIELD NE GAS STATION 09/06/13	122.45 <i>fuel</i>
09/12/13	B & B PITSTOP REF# 000015461 PURCHASE ROC NUMBER 000015461	SPRINGFIELD NE GAS STATION 09/11/13	60.35 <i>fuel</i>
09/13/13	B & B PITSTOP REF# 000015571 PURCHASE ROC NUMBER 000015571	SPRINGFIELD NE GAS STATION 09/12/13	35.47 <i>fuel</i>
09/13/13	B & B PITSTOP REF# 000015588 PURCHASE ROC NUMBER 000015588	SPRINGFIELD NE GAS STATION 09/12/13	82.60 <i>fuel</i>
09/13/13	ALWAYS SIGN 0087 REF# 0704417893 SPECIALTY RETAIL ROC NUMBER 0704417893	HUNTINGTON BE CA 714-848-5087 09/12/13	74.95 <i>PHS - 1-22-2100-410</i>
09/17/13	B & B PITSTOP REF# 000016047 PURCHASE ROC NUMBER 000016047	SPRINGFIELD NE GAS STATION 09/16/13	56.27 <i>fuel</i>
09/21/13	B & B PITSTOP REF# 000016511 PURCHASE ROC NUMBER 000016511	SPRINGFIELD NE GAS STATION 09/20/13	90.78 <i>fuel</i>

Total for BRETT A. RICHARDS

New Charges/Other Debits 1,003.03
 Payments/Other Credits -19.99

*fuel = 703.10
 1-01-2520-336*

LEASE

THIS LEASE, made and entered into this 18th day of September, 2013 by and between:

SARPY COUNTY SCHOOL DISTRICT 77-0046, A/K/A
SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS
14801 South 108th Street
Springfield, Nebraska 68059

hereinafter called the 'Owner', and

CORNERSTONE CHRISTIAN SCHOOL
16405 Clay Street
LaPlatte, Nebraska 68123

hereinafter called the "Tenant".

WITNESSETH: That,

1. **PREMISES.**

Owner hereby leases to the Tenant and the Tenant takes from the Owner, subject to the terms & conditions of this Lease, that certain parcel of real property known as LaPlatte School Building located at 16405 Clay Street, in LaPlatte, Nebraska 68123, consisting of approximately 3.04 acres (the "Real Property"), together with certain improvements constructed thereon, consisting of a building containing approximately 12,070 square feet (the "Building"), and together with all easements, driveways, parking areas and landscaping and related improvements located or to be located on, serving or benefiting the Real Property and Building (the "Appurtenances"). The Real Property, Building and Appurtenances shall hereinafter be collectively referred to as (the "Premises").

2. **LEASE CONSIDERATION.**

The consideration for this lease is the mutual covenants of the parties.

3. **TERM.**

The term of this lease is 5 years commencing November 1, 2013 ("Commencement Date") and ending October 31, 2018.

4. **LEASE YEAR.**

Rent shall begin on the first day of possession of the Premises by Tenant ("Rent Commencement Date"). If the Rent Commencement Date shall fall on any day other than the first day of the month, Tenant shall pay appropriately apportioned rent for such partial month and shall pay the full monthly rent on the first day of the month following such partial month.

In the event the Tenant remains in possession of the Premises after the expiration of this lease and without the execution of a new lease, it shall be deemed to be occupying the Premises as a Tenant from month to month. If Tenant does so continue to remain in possession of the Premises, the rent shall be at a rate of one and one-half (1.5) times the monthly rent amount specified in Section 5 of this lease; and such occupancy shall be subject to all of the other conditions, provisions, and obligations of this lease.

5. **RENT.**

Tenant shall and hereby agrees to pay to the Owner without demand, deduction, or setoff, at such place or places as the Owner may designate from time to time in writing, rent in advance for the Premises as follows:

The sum of Six Thousand Six Hundred and 00/100 Dollars (\$6,600.00) annual minimum guarantee, payable in monthly installments of Five Hundred Fifty and 00/100 Dollars (\$550.00).

6. **USE.**

Tenant agrees that the Premises shall be used and occupied only for

an education center and support office, and any other such use reasonably related to Tenant's educational business purposes and for no other purposes without the written consent of the Owner.

Tenant agrees to conduct its business at all times in a responsible and reputable manner. The Tenant shall promptly comply with all laws affecting the Premises and the cleanliness, safety, occupation and use of same. Tenant shall not use the sidewalks or mall area adjacent to the Premises for business purposes.

7. **MAINTENANCE AND CARE OF PREMISES.**

The Owner, at its cost, shall keep the foundation, the roof system, and the load-bearing walls servicing the Premises in good repair, except that the Owner shall not be called on to make any such repairs occasioned by any act or omission of the Tenant, its agents or employees or customers. The Owner shall not be called upon to make any other improvements of any kind upon the Premises; and, the Premises shall at all times be kept in good order, condition and repair by the Tenant, and shall also be kept in a clean, sanitary and safe condition and in accordance with all directions, rules and regulations of the health officer, fire marshal, building inspector or other proper officers of the governmental agencies having jurisdiction. The Tenant shall at its own expense maintain, repair or replace any glass windows, show windows and doors in or enclosing the Premises, the air conditioning systems, provided that, if any air conditioning system needs replacing, the cost of such replacement shall be paid by Owner, provided Tenant notifies Owner of such cost in advance. Tenant shall keep and maintain the interior of the Premises in a neat and clean condition and at expiration of this lease Tenant shall surrender the Premises in good condition, reasonable wear and tear excepted. Tenant shall maintain the parking field, landscaping and grass areas in a good condition and be responsible for all snow removal. Tenant shall not repartition or otherwise remodel or make any structural changes in the Premises without the written consent of the Owner.

8. **COVENANT TO HOLD HARMLESS.**

Tenant will indemnify Owner and save it harmless from and against any and all claims, actions, damages, liability and expense arising from or out of any occurrence in, about, in connection with, upon or at the Premises, arising from or out of the occupancy or use by Tenant of the Premises or any part thereof, or occasioned wholly or in part by any act or omission of Tenant, its agents, contractors, employees, servants or other representatives. In case Owner shall, without fault on its part, be made a party or witness or become involved in any claim, action, damage, liability, expense, or litigation commenced by or against Tenant, then Tenant shall protect and hold Owner harmless and shall pay all costs, expenses and reasonable attorneys' fees incurred or paid by Owner in connection with such claims, actions, damages or litigation.

9. **UTILITIES.**

The Owner agrees to provide the existing mains and conduits to the Premises in order that the existing utilities may be supplied, provided Owner shall not be responsible for Tenant's telephone, cable or related service lines. Tenant shall pay for all utilities including water, sewer use, gas, and electricity used in the demised premises. Tenant shall maintain all heating and cooling equipment serving the demised premises. As a material condition to this lease, Tenant agrees to have all HVAC and ventilation systems and related equipment professionally serviced and cleaned no less than on a quarterly basis, and agrees to supply Owner with a copy of the maintenance contract as well as maintenance records upon request. The Owner shall not be liable in damages or otherwise for any failure or defect in the furnishing of any of the above utilities, the furnishing of heating or cooling, or for any interruption due to civil insurrection, war, fire, accident, strike, riot, act of God, the making of necessary repairs or improvements, or any other causes beyond the control of the Owner.

10. **PARKING OF EMPLOYEES CARS.**

The Tenant and its visitors and employees may at their own risk park their motor vehicles on the property parking areas.

11. **ASSIGNMENT.**

The Tenant agrees that it will not assign, sublet or in any manner transfer this lease or any part thereof or any interest or estate therein without the previous written consent of the Owner, nor shall the Tenant sublet the Premises or any part thereof without the previous written consent of Owner.

12. **ACCESS TO PREMISES.**

The Owner shall have the right to enter upon the Premises at all reasonable hours for the purpose of inspecting the same or adding or rerouting pipes, sprinkler systems, smoke detection systems, heat or fire detection systems or equipment, conduits or drains to serve the Premises or areas other than the Premises or for making repairs, additions or alterations, provided that such adding, rerouting, and repairs shall be handled so as to interfere as little as possible with the Tenant's use of the Premises and Owner shall repair any damage caused by such work. The exercise of said right by Owner shall not give rise to any claim by Tenant for damages, and Tenant expressly waives any such claim or claims. If the Owner deems, in its reasonable discretion, that repairs to the Premises are needed, Owner may demand that the Tenant make those repairs that Tenant is responsible for under this lease within a reasonable amount of time.

The Owner may have reasonable access to the Premises for the purpose of exhibiting the same to prospective tenants.

13. **NONLIABILITY OF OWNER.**

The Owner shall not be responsible or liable to the Tenant for any loss or damage that may be occasioned by or through the acts or omissions of persons occupying the premises above, below, adjoining or in any other part of the building of which the Premises are a part or for any loss or damage resulting to the Tenant or its property from bursting, stoppage or leaking water, gas, sewer or steam pipes.

14. **INSURANCE.**

Tenant at its expense at all times during the term of this lease shall provide and maintain with respect to the Premises comprehensive general public liability insurance on an occurrence basis in form customarily written for protection of tenants and owners. Such comprehensive insurance shall protect and be written to show Tenant and Owner as the named insureds and shall provide coverage of at least One Million Dollars (\$1,000,000), single limit, for injuries to any one person, for injuries to persons in any one occurrence and for damage to property. Such minimums of insurance coverage shall not limit Tenant's liability under Section 8 hereinabove. The Tenant shall provide Owner with current certificates or duplicate policies of all such insurance required of Tenant, which certificates or policies shall include provisions that the coverage cannot be amended or cancelled without the giving of ten (10) days' prior written notice to the Owner. All property kept, stored or maintained in the Premises shall be so kept, stored or maintained at the risk of the Tenant only.

Owner at all times during the term of this lease shall secure (a) comprehensive general public liability insurance with respect to the parking area and other common areas of the development providing coverage of not less than One Million Dollars (\$1,000,000), single limit, for injuries to any one person, for injuries to persons in any one occurrence and for damage to property, and (b) casualty insurance with respect to the Premises providing coverage against fire, vandalism, malicious mischief and such other perils as are from time to time included in a standard extended coverage endorsement, or such broader form of coverage as Owner may select, insuring the insurable building improvements and including sprinkler leakage insurance, if applicable, and loss of rents insurance. Owner shall not be liable for nor responsible to insure the fixtures, inventories, equipment or any other property of Tenant or any other occupant of the development.

If the Premises become untenantable because of fire or other casualty insurable under standard fire and extended coverage insurance required to be maintained by Owner or Tenant, the same shall be repaired as speedily as possible in accordance with the respective covenants to insure provided, however, if more than fifty percent (50%) of the floor area of the development becomes untenantable because of such fire or other casualty or if less than five (5) years of the original term of this lease remain from the date of such fire or other casualty, the Owner may, if it so elects, terminate this lease by giving Tenant written notice within thirty (30) days of the damage or destruction. If the Premises become untenantable because of any damage or destruction not insurable under standard fire and extended coverage insurance, the Owner may, if it so elects, terminate the lease by giving Tenant written notice within thirty (30) days of the damage or destruction. In the event that Owner elects not to repair the Premises, the lease shall be deemed canceled as of the date of the damage or destruction and Owner shall pay to Tenant a proportionate refund of such rent as may have been paid by Tenant in advance. Rent shall be abated during the period of any untenantability.

15. **EVENTS OF DEFAULT.**

The following events are referred to collectively, as "Events of Default," or individually, as an "Event of Default."

- A. Tenant defaults in the due and punctual payment of rent or other sums due and payable under this lease, and such default continues for ten (10) days after notice from Landlord;
- B. Tenant vacates or abandons the Premises;
- C. This Lease or the Premises or any part of the Premises are taken upon execution or by other

process of law directed against Tenant, or are taken upon or subject to any attachment at the instance of any creditor or claimant against Tenant, and said attachment is not discharged or disposed of within fifteen (15) days after its levy;

- D. Tenant files a petition in bankruptcy or insolvency or for reorganization or arrangement under the bankruptcy laws of the United States or under any insolvency act of any state, or admits the material allegations of any such petition by answer or otherwise, or is dissolved or makes an assignment for the benefit of creditors;
- E. Involuntary proceedings under any such bankruptcy law or insolvency act or for the dissolution of Tenant are instituted against Tenant, or a receiver or trustee is appointed for all or substantially all of the property of Tenant, and such proceeding is not dismissed or such receivership or trusteeship vacated within thirty (30) days after such institution or appointment;
- F. Tenant fails to take possession of the Premises on the Commencement Date; or
- G. Tenant breaches any of the other agreement, term, covenant or condition of this Lease, and such breach continues for a period of thirty (30) days after notice from Landlord to Tenant; or if such breach cannot be cured reasonably within such thirty (30) day period and Tenant fails to commence to cure such breach within thirty (30) days after notice from Landlord or fails to proceed diligently to cure such breach within a reasonable time period thereafter.

16. LANDLORD'S REMEDIES. Upon the occurrence of an Event of Default, Landlord may, in addition to any other remedy or right given by law, terminate this Lease by delivery of written notice of such termination upon Tenant and thereupon Landlord may enter upon the Premises, or any part thereof, upon the date specified in such notice and Landlord shall be entitled to retake possession of the Premises. If Landlord does not elect to so terminate this Lease, Landlord shall have the right, at its election, to re-enter the Premises, with or without legal process, and to remove all property and effects of Tenant therefrom; and Landlord may re-let the Premises or any part thereof upon terms and to such persons as Landlord deems appropriate in its sole discretion. In the case of such re-letting, Tenant shall be liable to Landlord for the difference between all Rent contemplated hereunder for the remainder of the then existing term of the Lease and the net amount of Rent realized by Landlord upon re-letting. Such net amount of rent shall be determined by deducting from the entire amount of rent received by Landlord upon re-letting the expense of recovery of possession, re-letting, altering and repairing the Premises. Tenant agrees to pay such deficiency each month as the same may occur. Upon the occurrence of any Event of Default, Tenant shall be liable to Landlord for all expenses of Landlord incurred in collecting such rentals and retaking possession of the Premises including, but not limited to, all professional fees and all costs necessary to enforce the rights of Landlord hereunder. To the extent that Tenant has not paid a part or all of its obligations to Landlord, then Landlord shall be entitled to use all remedies at law or equity to obtain collection of its damages. Landlord shall not be responsible or liable for any failure to relet the Premises or any part of the Premises, or for any failure to collect any rent due upon such reletting. Landlord expressly reserves the right to commence any action or proceeding which Landlord deems appropriate for the recovery of any deficit remaining unpaid without being obligated to await the end of the then current term of the Lease for a final determination of Tenant's account. For the purposes of any such action or proceeding, all monetary and other obligations of Tenant shall be deemed to accelerate upon the election of Landlord and shall become due upon the date possession under this Lease shall cease and terminate as hereinabove provided. The commencement or maintenance of any one or more actions shall not bar Landlord from bringing other and subsequent actions or from further accrual of Rent due hereunder.

17. SIGNS. Tenant will purchase and install only Landlord approved sign(s) for identification of the Tenant's business. Installation will be made only at Landlord approved location(s) and by a licensed electrician (if necessary) approved in advance by Landlord and will be completed on the earlier of the date on which Tenant opens for business or within thirty (30) days after the Commencement Date. Tenant will maintain, repair, and replace the sign(s) as required by Landlord during this Lease. Upon the expiration or termination of this Lease, the sign(s) will immediately become the property of the Landlord.

Without the prior written consent of Landlord, Tenant will not place or permit to be placed any sign, advertising material, or lettering upon the exterior of the Premises or Building or any sign, advertising material, or lettering upon the exterior or interior surface of any door or window or at any point inside the Premises from which it may be visible from outside the Premises. Upon request of Landlord, Tenant will immediately remove any sign, advertising material, or lettering at Tenant's expense. Tenant will comply with such regulations as may from time to time be promulgated by Landlord governing signs, advertising material, or lettering of all tenants in the Project; however, Tenant will not be required to change any sign or lettering that was in compliance with the applicable regulations at the time it was installed or placed in, on, or about the Premises.

18. **CONDEMNATION.** If the whole or any part of the Premises shall be taken by public authority under the power of eminent domain, then the term of this lease shall cease on that portion of the Premises so taken, from the date of such possession, and the rent shall be paid to that date, with a proportionate refund by Owner to Tenant of such rent as may have been paid by Tenant in advance. If the portion of the Premises taken is such that it prevents the practical use of the Premises for Tenant's purposes, then Tenant shall have the right to either (a) terminate this lease by giving written notice of such termination to Owner not later than thirty (30) days after the taking, or (b) continue its possession of the remainder of the Premises, except that the rent shall be reduced in proportion to the area of the Premises taken.

19. **SUCCESSORS.** All rights and liabilities herein given to or imposed upon the respective parties hereto shall extend to and bind the respective heirs, executors, administrators, legal representatives, successors, and assigns of said parties. No rights, however, shall inure to the benefit of any assignee of the Tenant unless the assignment to such assignee has been approved by Owner in writing. Owner may assign its rights under this lease as security to the holder of any mortgage, trust deed, or other encumbrance now or hereafter in force against all or any part of the development and upon request of Owner, Tenant will subordinate and attorn its rights hereunder to the holder of any such mortgage, trust deed, or other encumbrance.

20. **NOTICES.** Whenever under this lease a provision is made for notice of any kind, it shall be deemed sufficient notice and service thereof if such notice to the Tenant is in writing addressed to the Tenant at

Cornerstone Christian School,
3704 370 Plaza,
Bellevue, Nebraska 68123

or at the last office address of Tenant and sent by certified mail with postage prepaid, and if such notice to the Owner is in writing, addressed to the Owner at

Springfield Platteview Community Schools
Attn: Superintendent
14801 South 108th Street
Springfield, NE 68059

With copy to:

Steve Williams, Legal Counsel
Harding & Shultz, P.C., L.L.O.
P.O. Box 82028
Lincoln, NE 68501-2028

and sent by certified mail with postage prepaid.

23. **SIGNATURES OF BOTH PARTIES.** This lease shall not be in effect or binding upon either party until it is signed by both parties.

24. **OTHER AGREEMENTS/ AMENDMENT.** The Tenant and the Owner hereby agree that this lease as written represents the entire agreement between the parties and there are no other agreements, written or verbal, between the parties hereto. This lease may only be amended by written agreement signed by both parties.

25. **ASBESTOS.** In the event that asbestos preexists on the Premises and such asbestos either (a) makes Tenant's intended business prohibited, or (b) makes the Tenant's contemplated improvements to the Premises impossible or (c) in the sole opinion of the Tenant such improvements would be cost prohibitive (in excess of \$25,000), Tenant may terminate this lease without any further obligation to the Owner and Owner shall pay to Tenant a proportionate refund of such rent as may have been paid by Tenant in advance for any period after such termination date. In such event neither party shall be responsible to the other of any cost, expense or damages associated with the lease.

26. **WATER.** On or about May 10, 1999, the Owner's public water supply exceeded the maximum contaminant level of Nitrate of 10 milligrams per liter (mg/l). If required by Nebraska's regulations governing a public water

STATE OF NEBRASKA)
)
COUNTY OF SARPY)

The foregoing was acknowledged before me this _____ day of _____, 2013
by _____ as _____ of **CORNERSTONE**
CHRISTIAN SCHOOL, for and on behalf of said organization.

Notary Public

Since the founding of this Nation, education and democracy have gone hand in hand. The Founders believed a nation that governs itself, like ours, must rely upon an informed and engaged electorate. Their purpose was not only to teach all Americans how to read and write but to instill the self evident truths that are the anchors of our political system.

PRESIDENT RONALD REAGAN

Nebraska State Board of Education
Social Studies Standards
Statement of Purpose
Approved December 7, 2012

The purpose of the Nebraska Social Studies Standards is to teach our children to become young patriots who have an intellectual understanding of the genius of our country's founding principles and who feel an emotional connection to our nation. Achieving this purpose requires teaching Nebraska students to become responsible citizens who are prepared to preserve, protect and defend freedom and democracy in our nation and in the world.

As responsible citizens of the U.S. and Nebraska, our students must:

- Master and be able to use knowledge of the history of the United States, Nebraska, western civilization, eastern civilizations and ancient civilizations (Historical Perspective);
- Master and be able to use spatial patterns on earth (Geographic Perspective);
- Master and be able to use knowledge of the foundations and form of American federalism, our representative democracy, and American politics (Civic Perspective);
- Master and be able to use knowledge about the efficient allocation, production, distribution, and consumption of scarce resources and the advantageous role of free market economics in such allocation (Economic Perspective).

Civics

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.				
Forms and Functions of Government	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
	SS 0.1.1 Students will recognize the purpose of rules and the roles of authority figures.	SS 1.1.1 Students will identify and explain the importance of leaders and team members within their neighborhood and school community.	SS 2.1.1 Students will identify and explain the responsibilities and rights of citizens in their communities.	SS 3.1.1 Students will identify and explain the structure and function of their local governments.
	Begins in 4th Grade	Begins in 4th Grade	Begins in 4th Grade	Begins in 4th Grade
	Begins in 3rd Grade	Begins in 3rd Grade	Begins in 3rd Grade	SS 3.1.1.a Identify the structure and functions of local government
	SS 0.1.1.a Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)	SS 1.1.1.a Explain how rules reduce and help resolve conflicts	SS 2.1.1.a Participate in developing rules that consider multiple points of view	SS 3.1.1.b Describe the reasons for laws in our community
	SS 0.1.1.b Identify the roles of authority figures in family and school	SS 1.1.1.b Describe the responsibilities of leaders and team members,	SS 2.1.1.b Describe how individuals, groups, and communities manage conflict and promote justice	SS 3.1.1.c Identify and explain a variety of roles leaders, citizens, and others play in local government

Civics

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.				
Forms and Functions of Government	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (United States/World)	High School (United States/World)
	SS 4.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.	SS 5.1.1 Students will describe the foundation, structure, and function of the United States government.	SS 8.1.1 Students will summarize the foundation, structure, and function of the United States government.	SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.
	SS 4.1.1. a Explain the historical foundation and the events that led to the formation and structure of Nebraska's government (e.g., modeled from U.S. government, three branches of government)	SS 5.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, and the Articles of Confederation)	SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)	SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers)
	SS 4.1.1.b Describe the origin, structure, and function of Nebraska's unicameral government	SS 5.1.1.b Explain the origins, structure, and functions of the three branches of the United States government	SS 8.1.1.b Describe the structure and roles of government	SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college)
	SS 4.1.1.c Understand how a bill becomes a law in the Nebraska unicameral	SS 5.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)	SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)	SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens)
	SS 4.1.1.d Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government	SS 5.1.1.d Describe how the decisions of the national government affect local and state government	SS 8.1.1.d Explain how various government decisions impact people, places, and history	SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)

Civics

	Grade K	Grade 1	Grade 2	Grade 3
Forms and Functions of Government	Begins in 5th Grade	Begins in 5th Grade	Begins in 5th Grade	Begins in 5th Grade
	Begins in 5th Grade	Begins in 5th Grade	Begins in 5th Grade	Begins in 5th Grade
	Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade
	Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade	Begins in 8th Grade
Civic Participation	SS 0.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.	SS 1.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols.	SS 2.1.2 Students will participate in making decisions using democratic traditions based on established rules.	SS 3.1.2 Students will understand the impact of individual and group decisions at a local level.
	SS 0.1.2a Model citizenship skills (e.g., respect, courtesy, honesty, voting)	SS 1.1.2a Identify citizenship skills (e.g., responsibility, justice, equality, voting)	SS 2.1.2.a Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws)	SS 3.1.2 a Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level
	SS 0.1.2 b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)	SS 1.1.2. b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President’s Day)	SS 2.1.2 b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day)	SS 3.1.2 b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day, Flag Day)

Civics

	Grade 4	Grade 5	Grades 6-8	High School
Forms and Functions of Government	Begins in 5th Grade	SS 5.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)	SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)	SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)
	Begins in 5th Grade	SS 5.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments	SS 8.1.1.f Describe the history of political parties in the United States	SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)
	Begins in 8th Grade	Begins in 8th Grade	SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)	SS 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States
	Begins in 8th Grade	Begins in 8th Grade	SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security	SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)
Civic Participation	SS 4.1.2 Students will investigate how different perspectives impact government decisions at the state level.	SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.	SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.	SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.
	SS 4.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level	SS 5.1.2. a Explain the constitutional rights and civic responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group)	SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)	SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)
	SS 4.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day)	SS 5.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)	SS 8.1.2. b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)	SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

Civics

	Grade K	Grade 1	Grade 2	Grade 3
Civic Participation	Begins in 1st Grade	SS 1.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Governors, Presidents)	SS 2.1.2c Describe ways to be actively engaged to improve family, school and community	SS 3.1.2. c Identify ways students can be engaged to have an impact in their local community
	Begins in 2nd Grade	Begins in 2nd Grade	SS 2.1.2.d Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions)	SS 3.1.2.d Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner
	Begins in 3rd Grade	Begins in 3rd Grade	Begins in the 3rd Grade	SS 3.1.2e Identify local leaders and the impact of their decisions that effect public policy

Civics

	Grade 4	Grade 5	Grades 6-8	High School
Civic Participation	SS 4.1.2.c Identify ways students can be engaged to have an impact in their state.	SS 5.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)	SS 8.1.2c Demonstrate civic engagement (e.g., service learning projects, volunteerism)	SS 12.1.2. c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning)
	SS 4.1.2.d Describe how various individuals and groups influence the way an issue affecting the state is viewed and resolved (e.g., lobbying, petitions, media, social media)	SS 5.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States	SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States	SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue
	SS 4.1.2.e Identify state leaders and the impact of their decisions that effect public policy	SS 5.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)	SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckraekers, Booker T. Washington)	SS 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)
				SS 12.1.2.f Critique various media sources for accuracy and perspective

Economics

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.				
Markets	Kindergarten	Grade 1	Grade 2	Grade 3
	(Self)	(Family)	(Neighborhood)	(Community)
	SS 0.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).	SS 1.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.	SS 2.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).	SS 3.2.1 Students will understand markets are places where buyers and sellers exchange goods and services.
	SS 0.2.1.a Identify choices students have made and explain why they had to make a choice	SS 1.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed)	SS 2.2.1.a Identify resources (inputs) that make up various good and services	SS 3.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)
	Begins in Grade 2	Begins in Grade 2	SS 2.2.1. b Identify what items are eliminated when a choice is made (tradeoff)	Continued in Grade 4
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
Begins in High School	Begins in High School	Begins in High School	Begins in High School	

Economics

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.				
Markets	Grade 4	Grade 5	Grades 6-8	High School
	(Nebraska)	(United States)	(United States/World)	(United States/World)
	SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.	SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.	SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.	SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.
	SS 4.2.1.a Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)	SS 5.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service	SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular flow)	SS 12.2.1.a Explain how the factors of production are bought and sold in the market
	SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed	Continued in Grades 6-8	SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	SS 12.2.1.b Analyze the role of the product market and the resource market
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)	SS 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy	SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)
Begins in High School	Begins in High School	Begins in High School	SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)	

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Markets	SS 0.2.2 Begins in 1st Grade	SS 1.2.2 Students will identify natural resources.	SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants.	SS 3.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.
	Begins in Grade 1	SS 1.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals, oil, and natural gas)	SS 2.2.2.a List various goods and services that can be produced with the same list of resources (e.g. soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)	SS 3.2.2.a Classify natural, human, and capital resources (e.g., tools, soil, water, farmers and machinery)
	Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.2.2.b Discuss why producers combine resources to make goods and services (profit)
	Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.2.2 c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Markets	SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce services.	SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.	SS 8.2.2 Students will describe the relationship between supply and demand.	SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.
	SS 4.2.2.a Give examples of capital resources used in making goods and services in Nebraska and the United States (e.g., tools, laboratories, equipment, and machinery)	SS 5.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)	SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)	SS 12.2.2.a Understand demand, quantity demanded, and changes in demand
	Continues in Grades 6-8	Continues in Grade 6-8	SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)	SS 12.2.2.b Understand supply, quantity supplied, and changes in supply
	Continues in High School	Continues in High School	Continues in High School	SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.2.d Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Institutions	SS 0.2.3 Begins in Grade 2	SS 1.2.3 Begins in Grade 2	SS 2.2.3 Students will describe how people earn income/wages through work.	SS 3.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.
	Begins in Grade 2	Begins in Grade 2	SS 2.2.3.a Match capital resources and human resources with jobs in the community or home. (e.g., tractors and farmers)	SS 3.2.3.a Identify historical examples of trading among early settlers
	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4
	Begins in Grade 5	Begins in Grade 5	Begins in Grade 5	Begins in Grade 5
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Institutions	SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.	SS 5.2.3 Students will summarize characteristics of economic institutions in the United States.	SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.	SS 12.2.3 Students will analyze how economic institutions impact individuals and groups.
	SS 4.2.3.a Discuss the purpose of early NE financial institutions (e.g., barter, trading posts, banks)	SS 5.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)	SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)	SS 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)
	SS 4.2.3.b Identify financial institutions in the community and their purpose (e.g., banks, credit unions, consumer/business loans, safety of deposit, investments/trust services)	SS 5.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)	SS 8.2.3 b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)	SS 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)
	Begins in Grade 5	SS 5.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements, and product safety)	Continues in High School	SS 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Institutions	SS 0.2.4 Begins in Middle School	SS 1.2.4 Begins in Middle School	SS 2.2.4 Begins in Middle School	SS 3.2.4 Begins in Middle School
	Begins in Grade 6-8	Begins in Grade 6-8	Begins in Grade 6-8	Begins in Grade 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
Financial Literacy	SS 0.2.5 Begins in Middle School	SS 1.2.5 Begins in Middle School	SS 2.2.5 Begins in Middle School	SS 3.2.5 Begins in Middle School
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Institutions	SS 4.2.4 Begins in Middle School	SS 5.2.4 Begins in Middle School	SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.	SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.
	Begins in Grade 6-8	Begins in Grade 6-8	SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)	SS 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.4.b Describe the role of market economy in United States history (e.g., periods of prosperity, recessions, and overall growth)
Financial Literacy	SS 4.2.5 Begins in Middle School	SS 5.2.5 Begins in Middle School	SS 8.2.5 Students will identify the basic economic systems in the global economy.	SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.5.b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	SS 12.2.5.b Evaluate the historical use of various economic systems
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Financial Literacy	SS 0.2.6 Students will recognize money is used to purchase goods and services to satisfy economic wants.	SS 1.2.6 Students will compare spending and saving opportunities.	SS 2.2.6 Students will demonstrate knowledge of currency, its denominations, and use.	SS 3.2.6 Students will use knowledge of currency to solve real-world problems.
	SS 0.2.6.a Classify and identify U.S. coins and currency	SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases	SS 2.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)	SS 3.2.6.a Given a budget, students will be able to make choices as to what to purchase and what to give up
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	SS 0.2.7 Begins in High School	SS 1.2.7 Begins in High School	SS 2.2.7 Begins in High School	SS 3.2.7 Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	SS 0.2.8 Begins in High School	SS 1.2.8 Begins in High School	SS 2.2.8 Begins in High School	SS 3.2.8 Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Financial Literacy	SS 4.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.	SS 5.2.6 Students will summarize characteristics of financial institutions.	SS 8.2.6 (Addressed in High School Financial Institutions Standard)	SS 12.2.6 Students will understand economic concepts that support rational decision making
	SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing	SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions	Continues in High School	SS 12.2.6.a Explore employment trends and reasons for growth and decline in employment
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education)
	SS 4.2.7 Begins in High School	SS 5.2.7 Begins in High School	SS 8.2.7 Begins in High School	SS 12.2.7 Students will apply effective money management concepts.
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.7.a Organize personal finances and use a budget to manage cash flow
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.7.b Compare and contrast checking and savings accounts
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.7.c Assess the effects of taxes on personal income
	SS 4.2.8 Begins in High School	SS 5.2.8 Begins in High School	SS 8.2.8 Begins in High School	SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages)

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Financial Literacy	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	SS 0.2.9 Begins in High School	SS 1.2.9 Begins in High School	SS 2.2.9 Begins in High School	SS 3.2.9 Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
Government	SS 0.2.10 Begins in Grade 2	SS 1.2.10 Begins in Grade 2	SS 2.2.10 Students will understand what goods and services governments provide.	SS 3.2.10 Students will understand what goods and services local governments provide.
	Begins in Grade 2	Begins in Grade 2	SS 2.2.10.a Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)	SS 3.2.10.a Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Financial Literacy	Begins in High School	Begins in High School	Begins in High School	SS 12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision
	SS 4.2.9 Begins in High School	SS 5.2.9 Begins in High School	SS 8.2.9 Introduced in High School	SS 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.9.a Explain the importance of saving to ensure financial security
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)
Government	SS 4.2.10 Students will understand what goods and services state governments provide.	SS 5.2.10 Students will understand what goods and services the national government provides.	SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.	SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.
	SS 4.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)	SS 5.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)	SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)	SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Government	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	SS 0.2.11 Begins in Middle School	SS 1.2.11 Begins in Middle School	SS 2.2.11 Begins in Middle School	SS 3.2.11 Begins in Middle School
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	SS 0.2.12 Begins in Grade 3	SS 1.2.12 Begins in Grade 3	SS 2.2.12 Begins in Grade 3	SS 3.2.12 Students will describe how the local community trades with the rest of the world.
Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)	
Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.2.12.b Give examples of other countries' currencies	
Begins in High School	Begins in High School	Begins in High School	Begins in High School	
Globalization				

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Government	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)	SS 12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)
	SS 4.2.11 Begins in Middle School	SS 5.2.11 Begins in Middle School	SS 8.2.11 Students will explain how tax revenues are collected and distributed.	SS 12.2.11 Students will examine the government's influence on economic systems through fiscal policy.
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)	SS 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)	SS 12.2.11.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical)
Globalization	SS 4.2.12 Students will recognize and explain specialization and why different regions produce different goods and services.	SS 5.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.	SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.	SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations
	SS 4.2.12.a Compare Nebraska with different regions and the goods and services each region produces (e.g., beef, wheat, telemarketing, cotton, coal)	SS 5.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)	SS 8.2.12.a Differentiate between exports and imports	SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)
	SS 4.2.12.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states	SS 5.2.12.b Investigate and report on entrepreneurs and inventors	SS 8.12.12.b Explain how individuals gain through specialization and voluntary trade	SS 12.2.12.b Identify goods which are available at a lower price because of international trade
	Begins in High School	Begins in High School	Begins in High School	SS 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market

Economics

	Kindergarten	Grade 1	Grade 2	Grade 3
Globalization	SS 0.2.13 Begins in Middle School	SS 1.2.13 Begins in Middle School	SS 2.2.13 Begins in Middle School	SS 3.2.13 Begins in Middle School
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8

Economics

	Grade 4	Grade 5	Grades 6-8	High School
Globalization	SS 4.2.13 Begins in Middle School	SS 5.2.13 Begins in Middle School	SS 8.2.13 Students will identify how international trade affects the domestic economy.	SS 12.2.13 Students will evaluate how international trade affects the domestic economy.
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.13.a Explain that currency must be converted to make purchases in other countries	SS 12.2.13.a Identify goods which are available at a lower price because of international trade
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down	SS 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market

Geography

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
The World in Spatial Terms	SS 0.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	SS 1.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.	SS 2.3.1 Students will explore where (spatial) and why people, places and environments are organized locally.	SS 3.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.
	SS 0.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location	SS 1.3.1.a Locate places using the four cardinal directions	SS 2.3.1.a Identify the globe as a model of Earth	SS 3.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)
	SS 0.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)	SS 1.3.1.b Identify and describe locations in the school or home (e.g., the cafeteria is next to the kitchen, the office is by the front door)	SS 2.3.1.b Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)	SS 3.3.1.b Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns)
	SS 0.3.1.c Identify tools such as maps and globes as representations of local and distant places	SS 1.3.1.c Create and use simple maps (e.g., maps of the home and classroom)	SS 2.3.1.c Identify map elements (i.e., title, scale, symbols, legend, and cardinal directions)	SS 3.3.1.c Analyze why things are located where they are in the community (e.g., <i>Why are stores located on main streets? Where is my house located compared to the school?</i>)
	Begins in Grade 2	Begins in Grade 2	SS 2.3.1.d Locate community, Nebraska, and the United States on maps and globes	SS 3.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city)
	SS 0.3.1.d Explain why things are located where they are (e.g., " <i>Why is the playground outside?</i> ")	SS 1.3.1.d Analyze why things are located where they are (e.g., " <i>Why is the nurse's office located by the main office?</i> ")	SS 2.3.1.e Analyze why things are located where they are (e.g., " <i>Why are stores on a main street?</i> ")	Mastered
	SS 0.3.1.e Identify land and water on a globe	SS 1.3.1.e Distinguish between continents and oceans	SS 2.3.1.f Distinguish between continents/islands, oceans/seas, countries/continents, and cities/states	SS 3.3.1.e Identify the continents, oceans, and hemispheres

Geography

	Kindergarten	Grade 1	Grade 2	Grade 3
Places and Regions	SS 0.3.2 Students will explore places and regions.	SS 1.3.2 Students will explore places and regions.	SS 2.3.2 Students will identify places and regions.	SS 3.3.2 Students will compare the characteristics of places and regions.
	SS 0.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)	SS 1.3.2.a Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands)	SS 2.3.2.a Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing)	SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/ residential areas, hills, waterways)
	SS 0.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)	SS 1.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)	SS 2.3.2.b Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)	SS 3.3.2.b Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state)
	Begins in Grade 1	SS 1.3.2.c Explain how places change over time (e.g., new building or a bigger road)	SS 2.3.2.c Explain how places and regions change over time	SS 3.3.2.c Explain and give examples of how places and regions change over time
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Geography

	Kindergarten	Grade 1	Grade 2	Grade 3
Physical Systems	SS 0.3.3 Students will identify natural processes in their physical world	SS 1.3.3 Students will identify natural processes in their physical world.	SS 2.3.3 Students will identify natural processes in their physical world.	SS 3.3.3 Students will identify natural processes in their physical world.
	SS 0.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog)	SS 1.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)	SS 2.3.3.a Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)	SS 3.3.3.a Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)
	SS 0.3.3.b Identify the four seasons	SS 1.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)	SS 2.3.3.b Identify the relationship between the Earth and the Sun (e.g., day/night, length of day, seasons)	SS 3.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)
	Begins in Grades 6-8	Beings in Grades 6-8	Begins in Grades 6-8	Begins in Grades 6-8
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
Human Systems	SS 0.3.4 Students will recognize that people belong to different groups and live in different settings.	SS 1.3.4 Students will recognize that people belong to different groups and live in different settings.	SS 2.3.4 Students will identify the characteristics of culture.	SS 3.3.4 Students will compare and contrast the characteristics of culture locally.
	SS 0.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)	SS 1.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)	SS 2.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)	SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)

Geography

	Kindergarten	Grade 1	Grade 2	Grade 3
Human Systems	SS 0.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)	SS 1.3.4.b Describe places in the community (e.g., farms, parks, houses, stores)	SS 2.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)	SS 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)
	Begins in High School	Begins in Grade 5	Begins in Grade 5	Begins in Grade 5
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School

Geography

	Kindergarten	Grade 1	Grade 2	Grade 3
Human Systems	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
	Begins in High School	Begins in High School	Begins in High School	Begins in High School
Human/Environment Interaction	SS 0.3.5 Students will explore the relationship between humans and their physical environment.	SS 1.3.5 Students will explore the relationship between humans and their physical environment.	SS 2.3.5 Students will identify the relationship between humans and the physical environment.	SS 3.3.5 Students will identify the relationship between humans and the physical environment.
	SS 0.3.5.a Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)	SS 1.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)	SS 2.3.5.a Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities	SS 3.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)
	Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)
	Begins in Grade 1	SS 1.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)	SS 2.3.5.b Identify Earth's natural resources (e.g., minerals, air, land, water, soil)	SS 3.3.5.c Explain the importance of Earth's natural resources (e.g., minerals, air, water, land)

Geography

	Kindergarten	Grade 1	Grade 2	Grade 3
Human/Environment Interaction	SS 0.3.5.c Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)	SS 1.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)	SS 2.3.5.c Identify how humans and the physical environment interact (e.g., choice of building materials, variations in agricultural practices, land use modifications, fish, forestry, and wildlife management)	SS 3.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)
	Begins in Grade 5	Begins in Grade 5	Begins in Grade 5	Begins in Grade 5
	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4

Geography

	Kindergarten	Grade 1	Grade 2	Grade 3
Application of Geography to Issues and Events	SS 0.3.6 Students will use geographic skills to make connections to their lives.	SS 1.3.6 Students will use geographic skills to make connections to their lives.	SS 2.3.6 Students will use geographic skills to make connections.	SS 3.3.6 Students will use geographic skills to make connections to issues and events.
	Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., <i>How could the building of a highway bring more business to a community</i>)
	SS 0.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other, make a fire evacuation plan)	SS 1.3.6 a Give examples of how geographic knowledge or techniques have been applied in the past, present and future (e.g., make a map of the school)	SS 2.3.6.a Identify how you might apply geographic knowledge or techniques to solve a problem (e.g., use global positioning system (GPS) navigation for shortest route to school; map destinations for family vacation to determine the best order to visit)	SS 3.3.6.b Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)

Geography

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.				
The World in Spatial Terms	Grade 4 (Nebraska)	Grade 5 (United States)	Grades 6-8 (United States/World)	High School (United States/World)
	SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.	SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.	SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
	SS 4.3.1.a Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara and Missouri)	SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)	SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	SS 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)
	SS 4.3.1.b Apply map skills to analyze physical/political maps of the state (e.g., utilize grid systems to find locations, identify the location and purpose of time zones, identify and locate cities of the state identify relative and absolute locations east/west, north/south, left/right, next to)	SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)	SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)	SS 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)
	SS 4.3.1.c Analyze why things in Nebraska are located where they are in Nebraska (e.g., <i>Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?</i>)	SS 5.3.1.c Analyze why things are located where they are in the United States (e.g., <i>Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?</i>)	SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)	SS 12.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)
	Continued in High School	Continued in High School	Continued in High School	SS 12.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)
	Mastered	Mastered	Mastered	Mastered
	SS 4.3.1.d Differentiate between cities, states, countries, and continents	Mastered	Mastered	Mastered

Geography

	Grade 4	Grade 5	Grades 6-8	High School
Places and Regions	SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.	SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.	SS 8.3.2 Students will examine how regions form and change over time.	SS 12.3.2 Students will examine how regions form and change over time.
	SS 4.3.2.a Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage)	SS 5.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)	SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)	SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade)
	SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features (e.g., Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban)	SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)	SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)	SS 12.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, parks, sub-cultures, nationalism, territoriality, iconography)
	SS 4.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)	SS 5.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)	SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)	SS 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)	SS 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities	SS 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)

Geography

	Grade 4	Grade 5	Grades 6-8	High School
Physical Systems	SS 4.3.3 Students will identify natural processes in the physical world.	SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.	SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment	SS 12.3.3 Students will interpret how natural processes interact to create the natural environment
	SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)	SS 5.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)	SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)	SS 12.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)
	SS 4.3.3.b Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)	SS 5.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)	SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)	SS 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and oceans
	Begins in Grades 6-8	Begins in Grades 6-8	SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)	SS 12.3.3.c Identify and explain world patterns of extreme events
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.3.d Identify and explain global ocean and atmospheric systems
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.3.e Compare and contrast world climate regions
Human Systems	SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.	SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.	SS 8.3.4 Students will analyze and interpret patterns of culture around the world.	SS 12.3.4 Students will analyze and interpret patterns of culture around the world.
	SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food)	SS 5.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)	SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)	SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)

Geography

	Grade 4	Grade 5	Grades 6-8	High School
Human Systems	SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)	SS 5.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)	SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)	SS 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)
	Begins in Grade 5	SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States	SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities,)	SS 12.3.4.c Compare and contrast changes in human settlement patterns over time
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language)
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality)
	Begins in High School	Begins in High School	Begins in High School	

Geography

	Grade 4	Grade 5	Grades 6-8	High School
Human Systems	Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)
	Begins in High School	Begins in High School	Begins in High School	SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries.
Human/Environment Interaction	SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.	SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.	SS 8.3.5 Students will analyze how humans have adapted to different physical environments.	SS 12.3.5 Students will evaluate interrelationships between people and the environment.
	SS 4.3.5.a Describe the impact of extreme natural events in Nebraska (e.g., tornadoes, floods, dust storm, insect infestation) on the human and physical environment	SS 5.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)	SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)	SS 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes
	SS 4.3.5.b Describe how humans have adapted to and modified Nebraska's physical environment (e.g., progression of home construction materials from sod, timber, bricks and concrete; Homestead Act opened the prairie for agriculture; irrigation; Arbor Day; introduction of trees; rangeland management; soil conservation)	SS 5.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)	SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)	SS 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)
	SS 4.3.5.c Classify resources as renewable or nonrenewable resources	Mastered	Mastered	Mastered

Geography

	Grade 4	Grade 5	Grades 6-8	High School
Human/Environment Interaction	SS 4.3.5.d Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)	SS 5.3.5.c Analyze issues related to the natural setting in Early America (e.g., access to water, construction materials, and raw materials for daily living and economic development; impact of climate and terrain on living conditions and movement of people goods and services)	SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)	SS 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)
	Begins in Grade 5	SS 5.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)	SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)	SS 12.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)
	SS 4.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)	SS 5.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)	SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources)	SS 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)

Geography

	Grade 4	Grade 5	Grades 6-8	High School
Application of Geography to Issues and Events	SS 4.3.6 Students will use geographic skills to make connections to issues and events.	SS 5.3.6 Students will use geographic skills to interpret issues and events.	SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.	SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.
	SS 4.3.6.a Identify how changes in human and physical geography have shaped Nebraska. (e.g., map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live)	SS 5.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the East Coast with the Great Lakes, migrating through the Cumberland Gap into the Kentucky bluegrass region)	SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)	SS 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)
	SS 4.3.6.b Identify questions that help explain the interrelationships of human or physical geographic characteristics of places (e.g., A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption)	SS 5.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power)	SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)	SS 12.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g., use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was contaminated)

History

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking	Kindergarten (Self)	Grade 1 (Family)	Grade 2 (Neighborhood)	Grade 3 (Community)
	SS 0.4.1 Students will identify chronological relationships and patterns.	SS 1.4.1 Students will describe chronological relationships and patterns.	SS 2.4.1 Students will describe and apply chronological relationships and patterns.	SS 3.4.1 Students will describe and analyze chronological relationships and patterns.
	SS 0.4.1.a Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)	SS 1.4.1.a Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)	SS 2.4.1.a Identify concepts of time and chronology (e.g., past, present, future, months, years)	SS 3.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)
	SS. 0.4.1.b Read dates on a calendar.	SS. 1.4.1.b Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)	SS. 2.4.1.b Identify calendar time in years.	SS. 3.4.1.b Identify calendar time in years, decades, centuries, and millennia.
	SS 0.4.1.c List personal events over time; (e.g., daily schedule, timelines)	SS 1.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS 2.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)	SS 3.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)
	SS 0.4.1.d Identify the chronology of personal events and their impact.	SS 1.4.1.d Identify the chronology of family events and their impact	SS 2.4.1.d Describe how individuals, events, and ideas have changed neighborhoods, past and present (e.g., Building a new school, park)	SS 3.4.1.d Describe how individuals, events, and ideas have changed communities past and present

History

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.				
Chronological Thinking	Grade 4 (Nebraska)	Grade 5 (United States: First Americans to the Constitution)	Grades 6-8 (United States: Colonial America to the Progressive Era)	Grades 6-8 (World: Beginnings to 1000 CE)
	SS 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.	SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.	SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
	SS 4.4.1.a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)	SS 5.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)	SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)	SS 8.4.1.a (WLD) Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)
	SS. 4.4.1.b Differentiate amongst years, decades, centuries, and millennia.	Mastered	Mastered	Mastered
	SS 4.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines)	SS 5.4.1.b Select and record key national events in chronological order (e.g., timelines)	SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)	SS 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)
	SS 4.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future	SS 5.4.1.c Examine the chronology of historical events in the United States and their impact on the past, present, and future	SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future	SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future

History

Chronological Thinking	K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.	
	High School (United States: Progressive Era to Present)	High School (World: 1000 CE to Present)
	SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.	SS 12.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
	SS 12.4.1.a (US) Describe concepts of time and chronology (e.g., Progressive Era, Expansion, World War I, The Depression, The New Deal, World War II, Cold War, Civil Rights Era, Space Exploration, Economic Boom and Recessions, Contemporary United States)	SS 12.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)
	Mastered	Mastered
	SS 12.4.1.b (US) Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)	SS 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)
SS 12.4.1.c (US) Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future	SS 12.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future	

History

	Kindergarten	Grade 1	Grade 2	Grade 3
Historical Comprehension	SS 0.4.2 Students will identify historical people, events, ideas, and symbols.	SS 1.4.2 Students will identify historical people, events, ideas, and symbols.	SS 2.4.2 Students will describe the development of people, events, ideas, and symbols over time.	SS 3.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.
	SS 0.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)	SS 1.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, American Bald Eagle, Statue of Liberty)	SS 2.4.2.a Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day)	SS 3.4.2.a Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., local cultural figures, landmarks, celebrations, and cultural events)

History

	Grade 4	Grade 5	Grades 6-8	Grades 6-8
	SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.	SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.	SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.	SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.
Historical Comprehension	SS 4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)	SS 5.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols)	SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, Orville and Wilbur Wright)	SS 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa)

History

Historical Comprehension	High School	High School
	<p>SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</p>	<p>SS 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</p>
<p>SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals; Progressive Era: Teddy Roosevelt, <i>The Jungle</i>, Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression: Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps, Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan; Civil Rights Era: Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as Brown v. Board of Education, key legislation; Contemporary United States: patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs, Bill Gates)</p>	<p>SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization)</p>	

History

	Kindergarten	Grade 1	Grade 2	Grade 3
Historical Comprehension	SS 0.4.2.b Differentiate between stories from the present and the past.	SS 1.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past	SS 2.4.2.b Describe how their neighborhood has changed over the course of time using maps and other artifacts	SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts
	Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	SS 3.4.2.c Describe primary and secondary sources
Multiple Perspectives	SS 0.4.3 Students will recognize different perspectives of events.	SS 1.4.3 Students will identify multiple perspectives of events.	SS 2.4.3 Students will identify multiple perspectives of events.	SS 3.4.3 Students will describe multiple perspectives of events.
	SS 0.4.3.a Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)	SS 1.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)	SS 2.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)	SS 3.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community events)
	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4

History

	Grade 4	Grade 5	Grades 6-8	Grades 6-8
Historical Comprehension	SS 4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)	SS 5.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts	SS 8.4.2.b (US) Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts	SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts
	SS 4.4.2.c Differentiate between primary and secondary sources	SS 5.4.2.c Describe the appropriate uses of primary and secondary sources	SS 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources	SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources
Multiple Perspectives	SS 4.4.3 Students will describe and explain multiple perspectives of historical events.	SS 5.4.3 Students will describe and explain multiple perspectives of historical events.	SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.	SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.
	SS 4.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)	SS 5.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)	SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)	SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)
	SS 4.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal)	SS 5.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)	SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)	SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, Conference of Berlin, images and videos - Terracotta Soldiers, Untouchables, foot binding)

History

	High School	High School
Historical Comprehension	SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts	SS 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts
	SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources	SS 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources
Multiple Perspectives	SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.	SS 12.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.
	SS 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women's rights)	SS 12.4.3.a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)
	SS 12.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers)	SS 12.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the Life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremberg Laws)

History

	Kindergarten	Grade 1	Grade 2	Grade 3
Historical Analysis and Interpretation	SS 0.4.4 Students will recognize past and current events, issues, and problems.	SS 1.4.4 Students will identify past and current events, issues, and problems.	SS 2.4.4 Students will identify past and current events, issues, and problems.	SS 3.4.4 Students will identify past and current events, issues, and problems.
	Begins at Grade 3	Begins at Grade 3	Begins at Grade 3	SS 3.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration
	Begins at Grade 3	Begins at Grade 3	Begins at Grade 3	SS 3.4.4.b Describe alternative courses of action in community history (e.g., <i>How are transportation routes determined?</i>)
	SS 0.4.4.a Describe how people's actions affect others (e.g., <i>Why must we take turns?</i>)	SS 1.4.4.a Describe how people's actions affect others (e.g., <i>Why did our family move here?</i>)	SS 2.4.4.a Identify how decisions affected events in the neighborhood (e.g., <i>Why was a park built in a particular spot?</i>)	SS 3.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning laws)
	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	SS 3.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)
	Begins in Grade 2	Begins in Grade 2	SS 2.4.4.b Describe the relationships among personal and historical events (i.e., current events)	SS 3.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)

History

		Grade 4	Grade 5	Grades 6-8	Grades 6-8
Historical Analysis and Interpretation		SS 4.4.4 Students will analyze past and current events, issues, and problems.	SS 5.4.4 Students will analyze past and current events, issues, and problems.	SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.	SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.
		SS 4.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration	SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration	SS 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration	SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration
		SS 4.4.4.b Explain alternative courses of action in Nebraska history (e.g., <i>Why are cities chosen as state capitals/county seats? How are county borders determined?</i>)	SS 5.4.4.b Examine alternative courses of action in United States history (e.g., <i>What were the causes of the American Revolution?</i>)	SS 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., <i>Why and how was land acquired?</i>)	SS 8.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., <i>How were ideas and products diffused to other regions?</i>)
		SS 4.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)	SS 5.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)	SS 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)	SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)
		SS 4.4.4.d Describe the cause and effect relationships among key events in history (e.g. Kansas-Nebraska Act, Statehood Day, Homestead Act, Ponca Trail of Tears)	SS 5.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)	SS 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)	SS 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion)
		SS 4.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)	SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)

History

	High School	High School
Historical Analysis and Interpretation	SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.	SS 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.
	SS 12.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration	SS 12.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration
	SS 12.4.4.b (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., <i>What are the possible outcomes of peace treaties?</i>)	SS 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., <i>How does conflict impact political borders?</i>)
	SS 12.4.4.c (US) Evaluate how decisions affected events in the United States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)	SS 12.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties)
	SS 12.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korean Conflict, Cuban Missile Crisis, assassination of political leaders, Vietnam Conflict, Middle East Peace Efforts, 9/11 and other acts of terrorism)	SS 12.4.4.d (WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)
	SS 12.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)	SS 12.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)

History

	Kindergarten	Grade 1	Grade 2	Grade 3
Historical Research Skills	SS 0.4.5 Students will develop historical research skills.	SS 1.4.5 Students will develop historical research skills.	SS 2.4.5 Students will develop historical research skills.	SS 3.4.5 Students will develop historical research skills.
	SS.0.4.5.a Develop questions about their personal history	SS 1.4.5.a Develop questions about their family history	SS 2.4.5.a Develop questions about their neighborhood history	SS 3.4.5.a Develop questions about their community history
	SS 0.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., <i>"My grandma gave me this picture."</i>)	SS 1.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information)	SS 2.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information)	SS 3.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)
	SS 0.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)	SS 1.4.5.c Gather historical information about their family (e.g., have a conversation with a family member)	SS 2.4.5.c Gather historical information about their neighborhood (e.g., ask questions of a guest speaker in the classroom)	SS 3.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)
	SS 0.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)	SS 1.4.5.d Present historical information about their family (e.g., pictures, posters, oral/written narratives)	SS 2.4.5.d Present historical information about their neighborhood (e.g., pictures, posters, and oral/written narratives)	SS 3.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)

History

	Grade 4	Grade 5	Grades 6-8	Grades 6-8
Historical Research Skills	SS 4.4.5 Students will develop historical research skills.	SS 5.4.5 Students will develop historical research skills.	SS 8.4.5 Students will develop historical research skills.	SS 8.4.5 Students will develop historical research skills.
	SS 4.4.5.a Develop questions about Nebraska history	SS 5.4.5.a Develop questions about United States history	SS 8.4.5.a (US) Develop questions about United States history	SS 8.4.5.a (WLD) Develop questions about world history
	SS 4.4.5.b Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	SS 8.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)
	SS 4.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews)	SS 5.4.5.c Gather historical information about the United States (e.g., document archives, newspapers, interviews)	SS 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)	SS 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)
	SS 4.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 8.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)

History

Historical Research Skills	High School	High School
	SS 12.4.5 (US) Students will develop historical research skills.	SS 12.4.5 (WLD) Students will develop historical research skills.
	SS 12.4.5.a (US) Develop questions about United States history	SS 12.4.5.a (WLD) Develop questions about World history.
	SS 12.4.5.b (US) Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)	SS 12.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)
	SS 12.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)	SS 12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)
	SS 12.4.5.d (US) Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SS 12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Since the founding of this Nation, education and democracy have gone hand in hand. The Founders believed a nation that governs itself, like ours, must rely upon an informed and engaged electorate. Their purpose was not only to teach all Americans how to read and write but to instill the self evident truths that are the anchors of our political system.

PRESIDENT RONALD REAGAN

Nebraska State Board of Education
Social Studies Standards
Statement of Purpose
Approved December 7, 2012

The purpose of the Nebraska Social Studies Standards is to teach our children to become young patriots who have an intellectual understanding of the genius of our country's founding principles and who feel an emotional connection to our nation. Achieving this purpose requires teaching Nebraska students to become responsible citizens who are prepared to preserve, protect and defend freedom and democracy in our nation and in the world.

As responsible citizens of the U.S. and Nebraska, our students must:

- Master and be able to use knowledge of the history of the United States, Nebraska, western civilization, eastern civilizations and ancient civilizations (Historical Perspective);
- Master and be able to use spatial patterns on earth (Geographic Perspective);
- Master and be able to use knowledge of the foundations and form of American federalism, our representative democracy, and American politics (Civic Perspective);
- Master and be able to use knowledge about the efficient allocation, production, distribution, and consumption of scarce resources and the advantageous role of free market economics in such allocation (Economic Perspective).

Nebraska Social Studies Standards

Kindergarten

(Self)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 0.1.1 Students will recognize the purpose of rules and the roles of authority figures.

SS 0.1.1.a Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)

SS 0.1.1.b Identify the roles of authority figures in family and school

Civic Participation

SS 0.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.

SS 0.1.2.a Model citizenship skills (e.g., respect, courtesy, honesty, voting)

SS 0.1.2.b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 0.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).

SS 0.2.1.a Identify choices students have made and explain why they had to make a choice

Financial Literacy

SS 0.2.6 Students will recognize money is used to purchase goods and services to satisfy economic wants.

SS 0.2.6.a Classify and identify U.S. coins and currency

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

SS 0.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.

SS 0.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location

SS 0.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)

SS 0.3.1.c Identify tools such as maps and globes as representations of local and distant places

SS 0.3.1.d Explain why things are located where they are (e.g., "Why is the playground outside?")

SS 0.3.1.e Identify land and water on a globe

Places and Regions

SS 0.3.2 Students will explore places and regions.

SS 0.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)

SS 0.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)

Physical Systems

SS 0.3.3 Students will identify natural processes in their physical world

SS 0.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog)

SS 0.3.3.b Identify the four seasons

Human Systems

SS 0.3.4 Students will recognize that people belong to different groups and live in different settings.

SS 0.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)

SS 0.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)

Human/Environment Interaction

SS 0.3.5 Students will explore the relationship between humans and their physical environment.

SS 0.3.5.a Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)

SS 0.3.5.b Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)

Application of Geography to Issues and Events

SS 0.3.6 Students will use geographic skills to make connections to their lives.

SS 0.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other, make a fire evacuation plan)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 0.4.1 Students will identify chronological relationships and patterns.

SS 0.4.1.a Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)

SS 0.4.1.b Read dates on a calendar

SS 0.4.1.c List personal events over time; (e.g., daily schedule, timelines)

SS 0.4.1.d Identify the chronology of personal events and their impact

Historical Comprehension

SS 0.4.2 Students will identify historical people, events, ideas, and symbols.

SS 0.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)

SS 0.4.2.b Differentiate between stories from the present and the past

Multiple Perspectives

SS 0.4.3 Students will recognize different perspectives of events.

SS 0.4.3.a Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)

Historical Analysis and Interpretation

SS 0.4.4 Students will recognize past and current events, issues, and problems.

SS 0.4.4.a Describe how people's actions affect others (e.g., *Why must we take turns?*)

Historical Research Skills

SS 0.4.5 Students will develop historical research skills.

SS 0.4.5.a Develop questions about their personal history

SS 0.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., *"My grandma gave me this picture."*)

SS 0.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)

SS 0.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)

Nebraska Social Studies Standards

Grade 1

(Family)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 1.1.1 Students will identify and explain the importance of leaders and team members within their neighborhood and school community.

SS 1.1.1.a Explain how rules reduce and help resolve conflicts

SS 1.1.1.b Describe the responsibilities of leaders and team members

Civic Participation

SS 1.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols.

SS 1.1.2.a Identify citizenship skills (e.g., responsibility, justice, equality, voting)

SS 1.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President's Day)

SS 1.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Governors, Presidents)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 1.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.

SS 1.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed)

SS 1.2.2 Students will identify natural resources.

SS 1.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals, oil, and natural

Financial Literacy

SS 1.2.6 Students will compare spending and saving opportunities.

SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases

The World in Spatial Terms

SS 1.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.

SS 1.3.1.a Locate places using the four cardinal directions

SS 1.3.1.b Identify and describe locations in the school or home (e.g., the cafeteria is next to the kitchen, the office is by the front door)

SS 1.3.1.c Create and use simple maps (e.g., maps of the home and classroom)

SS 1.3.1.d Analyze why things are located where they are (e.g., *"Why is the nurse's office located by the main office?"*)

SS 1.3.1.e Distinguish between continents and oceans

Places and Regions

SS 1.3.2 Students will explore places and regions.

SS 1.3.2.a Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands)

SS 1.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)

SS 1.3.2.c Explain how places change over time (e.g., new building or a bigger road)

Physical Systems

SS 1.3.3 Students will identify natural processes in their physical world.

SS 1.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)

SS 1.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)

Human Systems

SS 1.3.4 Students will recognize that people belong to different groups and live in different settings.

SS 1.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)

SS 1.3.4.b Describe places in the community (e.g., farms, parks, houses, stores)

Human/Environment Interaction

SS 1.3.5 Students will explore the relationship between humans and their physical environment.

SS 1.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)

SS 1.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)

SS 1.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)

Application of Geography to Issues and Events

SS 1.3.6 Students will use geographic skills to make connections to their lives.

SS 1.3.6.a Give examples of how geographic knowledge or techniques have been applied in the past, present and future (e.g., make a map of the school)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 1.4.1 Students will describe chronological relationships and patterns.

SS 1.4.1.a Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)

SS 1.4.1.b Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)

SS 1.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)

SS 1.4.1.d Identify the chronology of family events and their impact

Historical Comprehension

SS 1.4.2 Students will identify historical people, events, ideas, and symbols.

SS 1.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, American Bald Eagle, Statue of Liberty)

SS 1.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past

Multiple Perspectives

SS 1.4.3 Students will identify multiple perspectives of events.

SS 1.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)

Historical Analysis and Interpretation

SS 1.4.4 Students will identify past and current events, issues, and problems.

SS 1.4.4.a Describe how people's actions affect others (e.g., *Why did our family move here?*)

Historical Research Skills

SS 1.4.5 Students will develop historical research skills.

SS 1.4.5.a Develop questions about their family history

SS 1.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information)

SS 1.4.5.c Gather historical information about their family (e.g., have a conversation with a family member)

SS 1.4.5.d Present historical information about their family (e.g., pictures, posters, oral/written narratives)

Nebraska Social Studies Standards
Grade 2
(Neighborhood)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 2.1.1 Students will identify and explain the responsibilities and rights of citizens in their communities.

SS 2.1.1.a Participate in developing rules that consider multiple points of view

SS 2.1.1.b Describe how individuals, groups, and communities manage conflict and promote justice

Civic Participation

SS 2.1.2 Students will participate in making decisions using democratic traditions based on established rules.

SS 2.1.2.a Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws)

SS 2.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day)

SS 2.1.2.c Describe ways to be actively engaged to improve family, school and community

SS 2.1.2.d Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 2.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).

SS 2.2.1.a Identify resources (inputs) that make up various goods and services

SS 2.2.1.b Identify what items are eliminated when a choice is made (tradeoff)

SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants.

SS 2.2.2.a List various goods and services that can be produced with the same list of resources (e.g. soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)

Institutions

SS 2.2.3 Students will describe how people earn income/wages through work.

SS 2.2.3.a Match capital resources and human resources with jobs in the community or home. (e.g., tractors and farmers)

Financial Literacy

SS 2.2.6 Students will demonstrate knowledge of currency, its denominations, and use.

SS 2.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)

Government

SS 2.2.10 Students will understand what goods and services governments provide.

SS 2.2.10.a Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

The World in Spatial Terms

SS 2.3.1 Students will explore where (spatial) and why people, places and environments are organized locally.

SS 2.3.1.a Identify the globe as a model of Earth

SS 2.3.1.b Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)

SS 2.3.1.c Identify map elements (i.e., title, scale, symbols, legend, and cardinal directions)

SS 2.3.1.d Locate community, Nebraska, and the United States on maps and globes

SS 2.3.1.e Analyze why things are located where they are (e.g., *"Why are stores on a main street?"*)

SS 2.3.1.f Distinguish between continents/islands, oceans/seas, countries/continents, and cities/states

Places and Regions

SS 2.3.2 Students will identify places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing)

SS 2.3.2.b Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)

SS 2.3.2.c Explain how places and regions change over time

Physical Systems

SS 2.3.3 Students will identify natural processes in their physical world.

SS 2.3.3.a Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)

SS 2.3.3.b Identify the relationship between the Earth and the Sun (e.g., day/night, length of day, seasons)

Human Systems

SS 2.3.4 Students will identify the characteristics of culture.

SS 2.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)

SS 2.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)

Human/Environment Interaction

SS 2.3.5 Students will identify the relationship between humans and the physical environment.

SS 2.3.5.a Describe how seasonal weather patterns, natural hazards, and natural resources affect human

SS 2.3.5.b Identify Earth's natural resources (e.g., minerals, air, land, water, soil)

SS 2.3.5.c Identify how humans and the physical environment interact (e.g., choice of building materials, variations in agricultural practices, land use modifications, fish, forestry, and wildlife management)

Application of Geography to Issues and Events

SS 2.3.6 Students will use geographic skills to make connections.

SS 2.3.6.a Identify how you might apply geographic knowledge or techniques to solve a problem (e.g., use global positioning system (GPS) navigation for shortest route to school; map destinations for family vacation to determine the best order to visit)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 2.4.1 Students will describe and apply chronological relationships and patterns.

SS 2.4.1.a Identify concepts of time and chronology (e.g., past, present, future, months, years)

SS 2.4.1.b Identify calendar time in years

SS 2.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)

SS 2.4.1.d Describe how individuals, events, and ideas have changed neighborhoods, past and present (e.g., Building a new school, park)

Historical Comprehension

SS 2.4.2 Students will describe the development of people, events, ideas, and symbols over time.

SS 2.4.2.a Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day)

SS 2.4.2.b Describe how their neighborhood has changed over the course of time using maps and other artifacts

Multiple Perspectives

SS 2.4.3 Students will identify multiple perspectives of events.

SS 2.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)

Historical Analysis and Interpretation

SS 2.4.4 Students will identify past and current events, issues, and problems.

SS 2.4.4.a Identify how decisions affected events in the neighborhood (e.g., *Why was a park built in a particular spot?*)

SS 2.4.4.b Describe the relationships among personal and historical events (i.e., current events)

Historical Research Skills

SS 2.4.5 Students will develop historical research skills.

SS 2.4.5.a Develop questions about their neighborhood history

SS 2.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information)

SS 2.4.5.c Gather historical information about their neighborhood (e.g., ask questions of a guest speaker in the classroom)

SS 2.4.5.d Present historical information about their neighborhood (e.g., pictures, posters, and oral/written narratives)

Nebraska Social Studies Standards
Grade 3
(Community)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 3.1.1 Students will identify and explain the structure and function of their local governments.

SS 3.1.1.a Identify the structure and functions of local government

SS 3.1.1.b Describe the reasons for laws in our community

SS 3.1.1.c Identify and explain a variety of roles leaders, citizens, and others play in local government

Civic Participation

SS 3.1.2 Students will understand the impact of individual and group decisions at a local level.

SS 3.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level

SS 3.1.2.b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day, Flag Day)

SS 3.1.2.c Identify ways students can be engaged to have an impact in their local community

SS 3.1.2.d Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner

SS 3.1.2.e Identify local leaders and the impact of their decisions that effect public policy

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 3.2.1 Students will understand markets are places where buyers and sellers exchange goods and

SS 3.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)

SS 3.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.

SS 3.2.2.a Classify natural, human, and capital resources (e.g., tools, soil, water, farmers and machinery)

SS 3.2.2.b Discuss why producers combine resources to make goods and services (profit)

SS 3.2.2.c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)

Institutions

SS 3.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.

SS 3.2.3.a Identify historical examples of trading among early settlers

Financial Literacy

SS 3.2.6 Students will use knowledge of currency to solve real-world problems.

SS 3.2.6.a Given a budget, students will be able to make choices as to what to purchase and what to give up

Government

SS 3.2.10 Students will understand what goods and services local governments provide.

SS 3.2.10.a Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)

Globalization

SS 3.2.12 Students will describe how the local community trades with the rest of the world.

SS 3.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)

SS 3.2.12.b Give examples of other countries' currencies

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

The World in Spatial Terms

SS 3.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.

SS 3.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)

SS 3.3.1.b Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns)

SS 3.3.1.c Analyze why things are located where they are in the community (e.g., *Why are stores located on main streets?* Where is my house located compared to the school?)

SS 3.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city)

SS 3.3.1.e Identify the continents, oceans, and hemispheres

Places and Regions

SS 3.3.2 Students will compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/ residential areas, hills, waterways)

SS 3.3.2.b Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state)

SS 3.3.2.c Explain and give examples of how places and regions change over time

Physical Systems

SS 3.3.3 Students will identify natural processes in their physical world.

SS 3.3.3.a Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)

SS 3.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)

Human Systems

SS 3.3.4 Students will compare and contrast the characteristics of culture locally.

SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)

SS 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)

Human/Environment Interaction

SS 3.3.5 Students will identify the relationship between humans and the physical environment.

SS 3.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)

SS 3.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)

SS 3.3.5.c Explain the importance of Earth's natural resources (e.g., minerals, air, water, land)

SS 3.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)

Application of Geography to Issues and Events

SS 3.3.6 Students will use geographic skills to make connections to issues and events.

SS 3.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., *How could the building of a highway bring more business to a community*)

SS 3.3.6.b Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 3.4.1 Students will describe and analyze chronological relationships and patterns.

SS 3.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)

SS 3.4.1.b Identify calendar time in years, decades, centuries, and millennia

SS 3.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)

SS 3.4.1.d Describe how individuals, events, and ideas have changed communities past and present

Historical Comprehension

SS 3.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.

SS 3.4.2.a Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., local cultural figures, landmarks, celebrations, and cultural events)

SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts

SS 3.4.2.c Describe primary and secondary sources

Multiple Perspectives

SS 3.4.3 Students will describe multiple perspectives of events.

SS 3.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community

Historical Analysis and Interpretation

SS 3.4.4 Students will identify past and current events, issues, and problems.

SS 3.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration

SS 3.4.4.b Describe alternative courses of action in community history (e.g., *How are transportation routes determined?*)

SS 3.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning

SS 3.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)

SS 3.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)

Historical Research Skills

SS 3.4.5 Students will develop historical research skills.

SS 3.4.5.a Develop questions about their community history

SS 3.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)

SS 3.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)

SS 3.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Nebraska Social Studies Standards

Grade 4

(Nebraska)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 4.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.

SS 4.1.1.a Explain the historical foundation and the events that led to the formation and structure of Nebraska's government (e.g., modeled from U.S. government, three branches of government)

SS 4.1.1.b Describe the origin, structure, and function of Nebraska's unicameral government

SS 4.1.1.c Understand how a bill becomes a law in the Nebraska unicameral

SS 4.1.1.d Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government

Civic Participation

SS 4.1.2 Students will investigate how different perspectives impact government decisions at the state

SS 4.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level

SS 4.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day)

SS 4.1.2.c Identify ways students can be engaged to have an impact in their state

SS 4.1.2.d Describe how various individuals and groups influence the way an issue affecting the state is viewed and resolved (e.g., lobbying, petitions, media, social media)

SS 4.1.2.e Identify state leaders and the impact of their decisions that effect public policy

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.

SS 4.2.1.a Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)

SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed

SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce

SS 4.2.2.a Give examples of capital resources used in making goods and services in Nebraska and the United States (e.g., tools, laboratories, equipment, and machinery)

Institutions

SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.

SS 4.2.3.a Discuss the purpose of early NE financial institutions (e.g., barter, trading posts, banks)

SS 4.2.3.b Identify financial institutions in the community and their purpose (e.g., banks, credit unions, consumer/business loans, safety of deposit, investments/trust services)

Financial Literacy

SS 4.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.

SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing

Government

SS 4.2.10 Students will understand what goods and services state governments provide.

SS 4.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)

Globalization

SS 4.2.12 Students will recognize and explain specialization and why different regions produce different goods and services.

SS 4.2.12.a Compare Nebraska with different regions and the goods and services each region produces (e.g., beef, wheat, telemarketing, cotton, coal)

SS 4.2.12.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.

SS 4.3.1.a Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara and Missouri)

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state (e.g., utilize grid systems to find locations, identify the location and purpose of time zones, identify and locate cities of the state identify relative and absolute locations east/west, north/south, left/right, next to)

SS 4.3.1.c Analyze why things in Nebraska are located where they are in Nebraska (e.g., *Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?*)

SS 4.3.1.d Differentiate between cities, states, countries, and continents

Places and Regions

SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.a Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage)

SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features (e.g., Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban)

SS 4.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)

Physical Systems

SS 4.3.3 Students will identify natural processes in the physical world.

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)

SS 4.3.3.b Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)

Human Systems

SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food)

SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)

Human/Environment Interaction

SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.

SS 4.3.5.a Describe the impact of extreme natural events in Nebraska (e.g., tornadoes, floods, dust storm, insect infestation) on the human and physical environment

SS 4.3.5.b Describe how humans have adapted to and modified Nebraska's physical environment (e.g., progression of home construction materials from sod, timber, bricks and concrete; Homestead Act opened the prairie for agriculture; irrigation; Arbor Day: introduction of trees; rangeland management; soil conservation)

SS 4.3.5.c Classify resources as renewable or nonrenewable resources

SS 4.3.5.d Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)

SS 4.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)

Application of Geography to Issues and Events

SS 4.3.6 Students will use geographic skills to make connections to issues and events.

SS 4.3.6.a Identify how changes in human and physical geography have shaped Nebraska. (e.g., map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live)

SS 4.3.6.b Identify questions that help explain the interrelationships of human or physical geographic characteristics of places (e.g., A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.

SS 4.4.1.a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)

SS 4.4.1.b Differentiate amongst years, decades, centuries, and millennia

SS 4.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines)

SS 4.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future

Historical Comprehension

SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.

SS 4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)

SS 4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)

SS 4.4.2.c Differentiate between primary and secondary sources

Multiple Perspectives

SS 4.4.3 Students will describe and explain multiple perspectives of historical events.

SS 4.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)

SS 4.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal)

Historical Analysis and Interpretation

SS 4.4.4 Students will analyze past and current events, issues, and problems.

SS 4.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration

SS 4.4.4.b Explain alternative courses of action in Nebraska history (e.g., *Why are cities chosen as state capitals/county seats? How are county borders determined?*)

SS 4.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)

SS 4.4.4.d Describe the cause and effect relationships among key events in history (e.g. Kansas-Nebraska Act, Statehood Day, Homestead Act, Ponca Trail of Tears)

SS 4.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)

Historical Research Skills

SS 4.4.5 Students will develop historical research skills.

SS 4.4.5.a Develop questions about Nebraska history

SS 4.4.5.b Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 4.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews)

SS 4.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Nebraska Social Studies Standards
Grade 5
(United States)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 5.1.1 Students will describe the foundation, structure, and function of the United States government.

SS 5.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, and the Articles of Confederation)

SS 5.1.1.b Explain the origins, structure, and functions of the three branches of the United States government

SS 5.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)

SS 5.1.1.d Describe how the decisions of the national government affect local and state government

SS 5.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)

SS 5.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments

Civic Participation

SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.

SS 5.1.2.a Explain the constitutional rights and civic responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group)

SS 5.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)

SS 5.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)

SS 5.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States

SS 5.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.

SS 5.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service

SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.

SS 5.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)

Institutions

SS 5.2.3 Students will summarize characteristics of economic institutions in the United States.

SS 5.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)

SS 5.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)

SS 5.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements, and product safety)

Financial Literacy

SS 5.2.6 Students will summarize characteristics of financial institutions.

SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions

Government

SS 5.2.10 Students will understand what goods and services the national government provides.

SS 5.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)

Globalization

SS 5.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.

SS 5.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)

SS 5.2.12.b Investigate and report on entrepreneurs and inventors

The World in Spatial Terms

SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.

SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)

SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)

SS 5.3.1.c Analyze why things are located where they are in the United States (e.g., *Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?*)

Places and Regions

SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

SS 5.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)

SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)

SS 5.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)

Physical Systems

SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.

SS 5.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)

SS 5.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)

Human Systems

SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.

SS 5.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)

SS 5.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)

SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States

Human/Environment Interaction

SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.

SS 5.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)

SS 5.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)

SS 5.3.5.c Analyze issues related to the natural setting in Early America (e.g., access to water, construction materials, and raw materials for daily living and economic development; impact of climate and terrain on living conditions and movement of people goods and services)

SS 5.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)

SS 5.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)

Application of Geography to Issues and Events

SS 5.3.6 Students will use geographic skills to interpret issues and events.

SS 5.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the East Coast

SS 5.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

(United States: First Americans to the Constitution)

Chronological Thinking

SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.

SS 5.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)

SS 5.4.1.b Select and record key national events in chronological order (e.g., timelines)

SS 5.4.1.c Examine the chronology of historical events in the United States and their impact on the past, present, and future

Historical Comprehension

SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 5.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures,

SS 5.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts

SS 5.4.2.c Describe the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 5.4.3 Students will describe and explain multiple perspectives of historical events.

SS 5.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)

SS 5.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)

Historical Analysis and Interpretation

SS 5.4.4 Students will analyze past and current events, issues, and problems.

SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration

SS 5.4.4.b Examine alternative courses of action in United States history (e.g., *What were the causes of the American Revolution?*)

SS 5.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)

SS 5.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)

SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)

Historical Research Skills

SS 5.4.5 Students will develop historical research skills.

SS 5.4.5.a Develop questions about United States history

SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 5.4.5.c Gather historical information about the United States (e.g., document archives, newspapers,

SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Nebraska Social Studies Standards
Grades 6-8
(United States/World)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 8.1.1 Students will summarize the foundation, structure, and function of the United States

SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)

SS 8.1.1.b Describe the structure and roles of government

SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)

SS 8.1.1.d Explain how various government decisions impact people, places, and history

SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)

SS 8.1.1.f Describe the history of political parties in the United States

SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)

SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security

Civic Participation

SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.

SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)

SS 8.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

SS 8.1.2.c Demonstrate civic engagement (e.g., service learning projects, volunteerism)

SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States

SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, Booker T. Washington)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.

SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular

SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market

SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)

SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy

SS 8.2.2 Students will describe the relationship between supply and demand.

SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)

SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)

Institutions

SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.

SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)

SS 8.2.3.b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)

SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market

SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)

Financial Literacy

SS 8.2.5 Students will identify the basic economic systems in the global economy.

SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)

SS 8.2.5.b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)

Government

SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.

SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)

SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)

SS 8.2.11 Students will explain how tax revenues are collected and distributed.

SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)

SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)

Globalization

SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.

SS 8.2.12.a Differentiate between exports and imports

SS 8.2.12.b Explain how individuals gain through specialization and voluntary trade

SS 8.2.13 Students will identify how international trade affects the domestic economy.

SS 8.2.13.a Explain that currency must be converted to make purchases in other countries

SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where

SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)

SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)

Places and Regions

SS 8.3.2 Students will examine how regions form and change over time.

SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)

SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)

SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)

SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)

SS 8.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities

Physical Systems

SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment.

SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)

SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/ precipitation/drought)

SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)

Physical Systems

SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment.

SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)

SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/ precipitation/drought)

SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)

Human Systems

SS 8.3.4 Students will analyze and interpret patterns of culture around the world.

SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)

SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)

SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities)

Human/Environment Interaction

SS 8.3.5 Students will analyze how humans have adapted to different physical environments.

SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)

SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)

SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)

SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)

SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels

Application of Geography to Issues and Events

SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.

SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)

SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

(United States: Colonial America to the Progressive Era)

Chronological Thinking

SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.

SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)

SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)

SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future

Historical Comprehension

SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, SS 8.4.2.b (US) Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts

SS 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple

SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)

SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)

Historical Analysis and Interpretation

SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.

SS 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration

SS 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., *Why and how was land acquired?*)

SS 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)

SS 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)

SS 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)

Historical Research Skills

SS 8.4.5 Students will develop historical research skills.

SS 8.4.5.a (US) Develop questions about United States history

SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)

SS 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

(World: Beginning to 1000 CE)

Chronological Thinking

SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.

SS 8.4.1.a (WLD) Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)

SS 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)

SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future

Historical Comprehension

SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.

SS 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa)

SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts

SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.

SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)

SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, Conference of Berlin, images and videos - Terracotta Soldiers, Untouchables, foot binding)

Historical Analysis and Interpretation

SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.

SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration

SS 8.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., *How were ideas and products diffused to other regions?*)

SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)

SS 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion)

SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)

Historical Research Skills

SS 8.4.5 Students will develop historical research skills.

SS 8.4.5.a (WLD) Develop questions about world history

SS 8.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)

SS 8.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)

Nebraska Social Studies Standards

High School

(United States/World)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers)

SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college)

SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of

SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)

SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)

SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)

SS 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States

SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)

Civic Participation

SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.

SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)

SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

SS 12.1.2.c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning)

SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue

SS 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)

SS 12.1.2.f Critique various media sources for accuracy and perspective

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.

SS 12.2.1.a Explain how the factors of production are bought and sold in the market

SS 12.2.1.b Analyze the role of the product market and the resource market

SS 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product)

SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive

SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)

SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)

SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.

SS 12.2.2.a Understand demand, quantity demanded, and changes in demand

SS 12.2.2.b Understand supply, quantity supplied, and changes in supply

SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand

SS 12.2.2.d Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service

SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)

Institutions

SS 12.2.3 Students will analyze how economic institutions impact individuals and groups.

SS 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)

SS 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)

SS 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy

SS 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)

SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity

SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.

SS 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property)

SS 12.2.4.b Describe the role of market economy in United States history (e.g., periods of prosperity, recessions, and overall growth)

Financial Literacy

SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.

SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)

SS 12.2.5.b Evaluate the historical use of various economic systems

SS 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)

SS 12.2.6 Students will understand economic concepts that support rational decision making.

SS 12.2.6.a Explore employment trends and reasons for growth and decline in employment

SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis

SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents

SS 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education)

SS 12.2.7 Students will apply effective money management concepts.

SS 12.2.7.a Organize personal finances and use a budget to manage cash flow

SS 12.2.7.b Compare and contrast checking and savings accounts

SS 12.2.7.c Assess the effects of taxes on personal income

SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.

SS 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using

SS 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages)

SS 12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops)

SS 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision

SS 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.

SS 12.2.9.a Explain the importance of saving to ensure financial security

SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)

SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)

Government

SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.

SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)

SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)

SS 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity

SS 12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)

SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)

SS 12.2.11 Students will examine the government's influence on economic systems through fiscal policy.

SS 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)

SS 12.2.11.b Examine the impact of fiscal policy on budget deficits\surpluses and national debt

SS 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical)

Globalization

SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations.

SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)

SS 12.2.12.b Identify goods which are available at a lower price because of international trade

SS 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market

SS 12.2.13 Students will evaluate how international trade affects the domestic economy.

SS 12.2.13.a Identify goods which are available at a lower price because of international trade

SS 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms

SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)

SS 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)

SS 12.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)

SS 12.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)

Places and Regions

SS 12.3.2 Students will examine how regions form and change over time.

SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade)

SS 12.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, parks, sub-cultures, nationalism, territoriality, iconography)

SS 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)

SS 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)

SS 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)

SS 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)

Physical Systems

SS 12.3.3 Students will interpret how natural processes interact to create the natural environment.

SS 12.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)

SS 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and

SS 12.3.3.c Identify and explain world patterns of extreme events

SS 12.3.3.d Identify and explain global ocean and atmospheric systems

SS 12.3.3.e Compare and contrast world climate regions

Human Systems

SS 12.3.4 Students will analyze and interpret patterns of culture around the world.

SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)

SS 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)

SS 12.3.4.c Compare and contrast changes in human settlement patterns over time

SS 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries

SS 12.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language)

SS 12.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality)

SS 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)

SS 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)

SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between

Human/Environment Interaction

SS 12.3.5 Students will evaluate interrelationships between people and the environment.

SS 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes

SS 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)

SS 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)

SS 12.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)

SS 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)

Application of Geography to Issues and Events

SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.

SS 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)

SS 12.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g., use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

(United States: Progressive Era to Present)

Chronological Thinking

SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.

SS 12.4.1.a (US) Describe concepts of time and chronology (e.g., Progressive Era, Expansion, World War I, The Depression, The New Deal, World War II, Cold War, Civil Rights Era, Space Exploration, Economic Boom and Recessions, Contemporary United States)

SS 12.4.1.b (US) Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)

SS 12.4.1.c (US) Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future

Historical Comprehension

SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals; Progressive Era: Teddy Roosevelt, *The Jungle*, Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression: Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps, Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan; Civil Rights Era: Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as *Brown v. Board of Education*, key legislation; Contemporary United States: patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs, SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts
SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple

SS 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women's rights)
SS 12.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers)

Historical Analysis and Interpretation

SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.

SS 12.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration
SS 12.4.4.b (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., *What are the possible outcomes of peace treaties?*)
SS 12.4.4.c (US) Evaluate how decisions affected events in the United States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)
SS 12.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korean Conflict, Cuban Missile Crisis, assassination of political leaders, Vietnam Conflict, Middle East Peace Efforts, 9/11 and other acts of terrorism)
SS 12.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)

Historical Research Skills

SS 12.4.5 (US) Students will develop historical research skills.

SS 12.4.5.a (US) Develop questions about United States history

SS 12.4.5.b (US) Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 12.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)

SS 12.4.5.d (US) Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

(World: 1000 CE to Present)

Chronological Thinking

SS 12.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.

SS 12.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)

SS 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)

SS 12.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future

Historical Comprehension

SS 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.

SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization)

SS 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts

SS 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 12.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.

SS 12.4.3.a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)

SS 12.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the Life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremberg Laws)

Historical Analysis and Interpretation

SS 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.

SS 12.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration

SS 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., *How does conflict impact political borders?*)

SS 12.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances,

SS 12.4.4.d (WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)

SS 12.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)

Historical Research Skills

SS 12.4.5 (WLD) Students will develop historical research skills.

SS 12.4.5.a (WLD) Develop questions about World history

SS 12.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)

SS 12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Name: _____

<u>Indicator: Fiscal Responsibility</u>	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards
Effectively organizes expenditures into a comprehensive budget that matches the district's operational needs, the Board of Education's goals, and the educational plan of the district.			
Is knowledgeable of major expenditures and controls expenditures so major budget areas are not overspent unless there is an emergency.			
Stays knowledgeable about state, federal, and local funding issues, so that a comprehensive 3-year projection of costs and revenue can be maintained. Previous forecasts were accurate.			
Correctly manages personnel salary and benefit costs, placing certified staff correctly on the salary schedule, and managing classified staff rates. Is knowledgeable of all benefits' costs and budgets costs correctly.			
Develops budgets that adequately funds each area of costs, so that equipment, technology, hardware, buildings and grounds are maintained to a high level.			
Total _____	5-7 1.0-1.4	8-12 1.5-2.4	13-15 2.5-3.0

Name: _____

<u>Indicator: Educational Program</u>	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards
Sets and communicates a clear vision for student learning, including school improvement goals, curriculum goals, student assessments and data, instructional techniques, and behavior expectations. Continuously evaluates programs, and student achievement scores are excellent.			
Attends trainings on student learning and stays alert to all advances in education pedagogy.			
Completely supports equal access of all students in the comprehensive educational program of the district, including the inclusion of students with special needs to the extent allowed by each students Individual Education Plan.			
Maintains a district-wide culture that promotes outstanding student achievement and continuous improvement for all staff in all areas of the district.			
Successfully, yet efficiently provides professional development opportunities for all employees that enhances growth in employees' capacities for his/her position.			
Total _____	5-7	8-12	13-15
	1.0-1.4	1.5-2.4	2.5-3.0

Name: _____

<u>Indicator: Human Resources</u>	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards
Maintains an effective system of personnel recruitment, selection, and induction that provides excellent, high-achieving staff members.			
Maintains an effective system of professional development, so that staff training improves staff performance and a continuous improvement attitude.			
Maintains a system of job descriptions and staff appraisal that supports high expectations for all personnel. When appropriate, makes recommendations for dismissal.			
Works cooperatively with all staff to achieve goals and maintain a productive environment. All staff are motivated to succeed and are positive about the possibilities of student success. Personnel, collectively, have a positive morale, and efforts of both staff and students are honored.			
Deals with personnel emergencies in a timely and professional manner.			
Total _____	5-7 1.0-1.4	8-12 1.5-2.4	13-15 2.5-3.0
<u>Indicator: Community Relations</u>	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards

Article 2

Name: _____

Effectively serves as district spokesperson and organizes a district public relations program.			
Maintains good relationships with a wide spectrum of publics in the district.			
Gets input from community members on district improvement efforts and develops programs that are a unifying force in the district.			
Works cooperatively with the local and regional news media, participates in state education leadership associations, develops positive relationships with state legislators, and provides input to state leaders for the district's benefit.			
Is highly visible in the community by attending school district, city, and county events. Works with city and county elected officials to enhance school district positions.			
Total _____	5-7 1.0-1.4	8-12 1.5-2.4	13-15 2.5-3.0
<u>Indicator: Board Relations</u>	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards

Article 2

Name: _____

Keeps board members informed of school district issues and activities. Uses appropriate communication tools to reach all board members. Is available to answer Board member questions. Provides research when requested.			
Advises board on school policies and procedures and maintains abreast with changes in school laws. Reports input from school attorney as required.			
Cultivates positive relationships with Board members. Works dilligently to meet Board goals for the district. Prepares worthwhile Board meeting agendas using input from members.			
Effectively advises school board members regarding negotiations and provides successful leadership as spokesperson during negotiations.			
Is valuable at providing management strategies, school improvement plans, action steps and day to day operations that mirror the goals of the Board.			
Total _____	5-7 1.0-1.4	8-12 1.5-2.4	13-15 2.5-3.0
<u>Indicator: Buildings & Grounds</u>	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards

Article 2

Name: _____

Is the custodian of all properties owned and operated by the school district. As such, effectively maintains all buildings and campuses in such a way as to provide the most positive learning environment possible.			
Develops useful short-term and yearly building and grounds improvement plans including maintenance projects, cost projections and outcomes.			
Develops useful long-term building plans, using enrollment projections and educational programs as a basis for planning. Effectively advises the Board on new construction.			
Creates and implements a school safety program that promotes safe school environments. Workplace injuries are at a minimum and safety concerns are quickly resolved.			
Successfully maintains all equipment owned by the district. Keeps records on equipment inventory and use, so equipment replacement is scheduled in an efficient and cost effective way.			
Total _____	5-7 1.0-1.4	8-12 1.5-2.4	13-15 2.5-3.0
<u>Summary</u>	<u>Points</u>		
Fiscal Responsibility			
Education Program			
Human Resources			

Article 2

Name: _____

Community Relations			
Board Relations			
Building and Grounds			
Total			
	30-43	44-74	75-90
Summative Score	(1) Does Not Meet Standards	(2) Meets Standards	(3) Exceeds Standards
Summary Notes:			
Strengths:			
Areas For Growth:			
Goals/Tasks for Next 12 Months:			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

Article 2

Name: _____

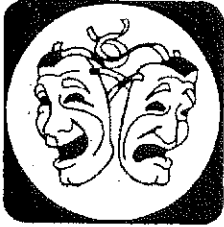
12			
Signature of Superintendent/Date		Signature of Board President/L	

Article 2

Name: _____

Date				

omaha stage



3873 LEAVENWORTH STREET
OMAHA, NEBRASKA 68105-1113
PH.: 402/345-4427



equipment, inc.

Platteview High School
14801 S. 108th
Springfield, NE 68059

August 23, 2013

Attn: Jerry Layher, Band

Dear Mr. Layher,

To replace the operating components on the front curtain track, carriers, masters, live-end pulleys, dead-end pulleys, and floor block would cost.....\$1467.00

To replace the same components on the mid-stage and rear tracks would cost.....\$1949.00

The 1/2" rope in the upstage tracks would be changed to 3/8" rope at that time. All of these changes will contribute to less effort in moving curtains and extended operational life of the system.

I did a rough estimate of all the stage curtains weight to be 1200#. To clean and repair your stage curtains would be.....\$5100.00

~The actual weight of the curtains would determine the final cost~

Labor cost for the work is estimated at.....\$2400.00

Regards,

Steve Walling
President

WATS NO.: 800/759-8777
FAX NO.: 402/345-8516

PERSONNEL

Voluntary Separation Program

Purpose

The purpose of Voluntary Separation Program (VSP) is to provide certified personnel, meeting certain qualifications of years of service within the district, an opportunity to accept voluntary separation earlier than normal retirement. "Certified Personnel" is defined for this policy as teachers (preschool, classroom, specialist), counselors, psychologists, media specialists, speech pathologists, and administrators employed by the district.

Offer

On or before January 1 each school year, the Board of Education will decide if they will offer the Voluntary Separation Incentive or there are any limits to participation for that current school year. The district will notify certified staff members when that decision is made. If the Board does not act to offer the program before January 1, it is assumed the program will not be offered that school year.

Eligibility

Employment in the South Sarpy School District #46 for twenty (20) years as a certified staff member is required for participation. Part time employees will be figured at the individual FTE in determining credit.

Sabbatical, medical, and other leaves of absence approved by the Board of Education do not constitute creditable service for the voluntary separation program.

Creditable service is defined in accordance with the creditable service requirements of the Nebraska State Retirement System rounded down to the nearest full year.

An employee may participate in the Voluntary Separation Program only once.

An employee receiving benefits from the Long Term Disability plan is not eligible during that time.

An employee who has received written notice that his/her principal or supervisor does not intend to continue the employee's contract past the end of the current school year is not eligible.

Participation

The district shall notify all employees who are eligible for the voluntary separation incentive on or before January 15 and any deadlines for declaring participation in the voluntary separation program. No employee will be asked to decide voluntary separation participation without at least 45 days of notice.

The employee must declare his/her intent to participate in the voluntary separation program within 45 days from the notice. The employee must complete the VSP Application form. Any exceptions may be made with Board of Education approval.

Limits of Participation

The Board of Education, in its sole discretion, reserves the right to limit participation in the VSP based on district financial issues. If limits are necessary, the Board will determine the number of incentives to be offered, and notify certified staff members on or before January 1.

The Board will grant a preference if more applications are submitted than available incentives, to longest continuous service in South Sarpy School District #46. In case of a tie, preferences will be decided, in order of importance, to 1) cost of staff member's schedule salary; 2) state and federal regulations, which may mandate certain employment practices; and 3) educational programs to be offered by the district.

Voluntary Separation Incentive

The participant receives payment based upon his/her last scheduled salary only, not including extended contracts, extra duty, etc.

Each payment will be equal to the percentage shown in the Voluntary Separation Incentive Distribution Table. Such payments shall be made annually for five years. (See following table.)

Voluntary Separation Incentive Distribution

<u>Years of Service as of Aug. 1</u>	<u>Distribution</u>
20-24	22% per year for 5 consecutive years
25 or more	25% per year for 5 consecutive years

The first VSP incentive payment will be made September 20th in the year of separation. The remaining payments will be made on the anniversary of the first payment, until the full amount is paid.

If the participant is 55 years or older, the participant may elect to have the VSP incentive payments paid to a TSA account. Some restrictions apply. The payment shall be made directly to the participant if younger than 55 years.

Beneficiary

In the event of death of the participant during voluntary separation incentive period, the balance of the voluntary separation benefit due will be paid in one lump sum to the participant's beneficiary(ies) or estate at the next scheduled payment date.

Unused Sick Leave

Any teacher exercising this voluntary separation program will receive a payment equal to one half (1/2) of his/her accumulated sick days times (X) the current rate of substitute pay. This payment will be made in a September payment following the conclusion of his/her teaching for the district. This payment will be made only once.

Date of Adoption: September 10, 2007

Last Revision: November 8, 2010

Last Review: _____

Legal Reference

Comparison of Pooled State Aid/Common Levy versus Individual State Aid/Individual Levy 2013-2014

	Learning Community			No Learning Community			Difference (LC-No LC)
	Pooled State Aid	General Fund Common Levy	Total	Individual State Aid	Individual Levy	Total	
Omaha Public Schools	\$ 182,532,302	\$ 227,287,658	\$ 409,819,960	\$ 230,141,598	\$ 180,026,335	\$ 410,167,933	\$ (347,973)
Elkhorn Public Schools	\$ 20,268,082	\$ 23,726,558	\$ 43,994,640	\$ 4,840,413	\$ 39,754,417	\$ 44,594,831	\$ (600,191)
DC West Community Schools	\$ 2,898,175	\$ 3,128,287	\$ 6,026,462	\$ 400,191	\$ 7,270,430	\$ 7,670,621	\$ (1,644,159)
Millard Public Schools	\$ 80,779,394	\$ 78,885,126	\$ 159,664,520	\$ 72,457,436	\$ 86,520,503	\$ 158,977,939	\$ 686,581
Ralston Public Schools	\$ 11,192,422	\$ 9,219,911	\$ 20,412,333	\$ 5,654,851	\$ 13,991,340	\$ 19,646,191	\$ 766,142
Bennington Public Schools	\$ 5,524,694	\$ 6,862,720	\$ 12,387,414	\$ 4,862,887	\$ 7,805,624	\$ 12,668,511	\$ (281,096)
Westside Community Schools	\$ 31,982,702	\$ 14,326,028	\$ 46,308,730	\$ 13,979,639	\$ 30,808,683	\$ 44,788,322	\$ 1,520,408
Bellevue Public Schools	\$ 37,210,446	\$ 35,177,431	\$ 72,387,877	\$ 49,476,081	\$ 23,635,192	\$ 73,111,273	\$ (723,396)
Papillion-LaVista Public Schools	\$ 32,955,870	\$ 38,312,795	\$ 71,268,665	\$ 31,708,546	\$ 40,017,544	\$ 71,726,090	\$ (457,425)
Gretna Public Schools	\$ 11,874,405	\$ 13,902,961	\$ 25,777,366	\$ 11,274,815	\$ 15,180,522	\$ 26,455,337	\$ (677,970)
South Sarpy District #46	\$ 4,358,773	\$ 4,809,092	\$ 9,167,865	\$ 358,919	\$ 10,627,980	\$ 10,986,899	\$ (1,819,034)
	\$ 421,577,265	\$ 455,638,569	\$ 877,215,834	\$ 425,155,378	\$ 455,638,569	\$ 880,793,946	\$ (3,578,113)

Comparison of Pooled State Aid/Common Levy versus Individual State Aid/Individual Levy 2012-2013

	Learning Community			No Learning Community			Difference (LC-No LC)
	Pooled State Aid	General Fund Common Levy	Total	Individual State Aid	Individual Levy	Total	
Omaha Public Schools	\$ 166,070,553	\$ 218,430,309	\$ 384,500,862	\$ 205,037,916	\$ 180,809,159	\$ 385,847,076	\$ (1,346,214)
Elkhorn Public Schools	\$ 18,077,840	\$ 23,477,684	\$ 41,555,524	\$ 3,972,164	\$ 37,623,009	\$ 41,595,173	\$ (39,649)
DC West Community Schools	\$ 2,689,632	\$ 3,329,390	\$ 6,019,022	\$ 201,059	\$ 6,875,298	\$ 7,076,357	\$ (1,057,335)
Millard Public Schools	\$ 72,526,676	\$ 78,635,171	\$ 151,161,847	\$ 63,307,232	\$ 86,034,983	\$ 149,342,215	\$ 1,819,632
Ralston Public Schools	\$ 10,926,337	\$ 9,865,066	\$ 20,791,403	\$ 5,941,590	\$ 14,263,781	\$ 20,205,371	\$ 586,032
Bennington Public Schools	\$ 5,121,178	\$ 7,295,747	\$ 12,416,925	\$ 5,300,299	\$ 7,442,715	\$ 12,743,014	\$ (326,089)
Westside Community Schools	\$ 30,330,745	\$ 16,183,769	\$ 46,514,514	\$ 14,297,269	\$ 30,730,594	\$ 45,027,864	\$ 1,486,650
Bellevue Public Schools	\$ 35,247,348	\$ 36,462,650	\$ 71,709,998	\$ 49,947,068	\$ 23,773,598	\$ 73,720,666	\$ (2,010,669)
Papillion-LaVista Public Schools	\$ 30,150,655	\$ 39,332,208	\$ 69,482,863	\$ 30,532,900	\$ 39,465,695	\$ 69,998,595	\$ (515,732)
Gretna Public Schools	\$ 10,003,617	\$ 13,714,057	\$ 23,717,674	\$ 9,649,082	\$ 14,410,576	\$ 24,059,658	\$ (341,984)
South Sarpy District #46	\$ 4,065,381	\$ 5,007,945	\$ 9,073,326	\$ 156,516	\$ 10,304,585	\$ 10,461,101	\$ (1,387,775)
	\$ 385,209,962	\$ 451,733,995	\$ 836,943,957	\$ 388,343,095	\$ 451,733,995	\$ 840,077,090	\$ (3,133,133)

Comparison of Pooled State Aid/Common Levy versus Individual State Aid/Individual Levy 2011-2012

	Learning Community			No Learning Community			Difference (LC-No LC)
	Pooled State Aid	General Fund Common Levy	Total	Individual State Aid	Individual Levy	Total	
Omaha Public Schools	\$ 156,604,505	\$ 216,566,147	\$ 373,170,652	\$ 193,608,493	\$ 180,885,625	\$ 374,494,118	\$ (1,323,466)
Elkhorn Public Schools	\$ 16,896,890	\$ 23,045,686	\$ 39,942,576	\$ 3,879,134	\$ 35,999,897	\$ 39,879,031	\$ 63,545
DC West Community Schools	\$ 2,620,587	\$ 3,377,277	\$ 5,997,864	\$ 240,537	\$ 6,806,353	\$ 7,046,890	\$ (1,049,026)
Millard Public Schools	\$ 72,057,188	\$ 78,324,795	\$ 150,381,983	\$ 63,182,764	\$ 86,152,765	\$ 149,335,529	\$ 1,046,454
Ralston Public Schools	\$ 10,971,245	\$ 10,221,918	\$ 21,193,163	\$ 6,636,065	\$ 14,262,752	\$ 20,898,817	\$ 294,346
Bennington Public Schools	\$ 4,282,328	\$ 6,004,532	\$ 10,286,860	\$ 3,463,126	\$ 7,060,738	\$ 10,523,864	\$ (237,004)
Westside Community Schools	\$ 31,097,968	\$ 16,346,147	\$ 47,444,115	\$ 15,365,824	\$ 30,486,515	\$ 45,852,339	\$ 1,591,776
Bellevue Public Schools	\$ 35,115,335	\$ 36,537,455	\$ 71,652,790	\$ 50,077,554	\$ 22,818,183	\$ 72,895,737	\$ (1,242,947)
Papillion-LaVista Public Schools	\$ 29,076,411	\$ 38,911,856	\$ 67,988,267	\$ 29,620,959	\$ 38,686,080	\$ 68,307,039	\$ (318,772)
Gretna Public Schools	\$ 8,926,853	\$ 12,669,485	\$ 21,596,338	\$ 7,958,289	\$ 13,909,114	\$ 21,867,403	\$ (271,065)
South Sarpy District #46	\$ 3,966,042	\$ 5,166,485	\$ 9,132,527	\$ 171,384	\$ 10,103,761	\$ 10,275,145	\$ (1,142,618)
	\$ 371,615,352	\$ 447,171,783	\$ 818,787,135	\$ 374,204,129	\$ 447,171,783	\$ 821,375,912	\$ (2,588,777)

Comparison of Pooled State Aid/Common Levy versus Individual State Aid/Individual Levy 2010-2011

	Learning Community			No Learning Community			Difference (LC-No LC)
	Pooled State Aid	General Fund Common Levy	Total	Individual State Aid	Individual Levy	Total	
Omaha Public Schools	\$ 168,152,999	\$ 212,151,046	\$ 380,304,045	\$ 203,866,248	\$ 180,170,650	\$ 384,036,898	\$ (3,732,853)
Elkhorn Public Schools	\$ 17,526,765	\$ 22,165,291	\$ 39,692,056	\$ 5,012,319	\$ 34,501,725	\$ 39,514,044	\$ 178,012
DC West Community Schools	\$ 2,840,264	\$ 3,506,595	\$ 6,346,859	\$ 158,706	\$ 6,480,009	\$ 6,638,715	\$ (291,856)
Millard Public Schools	\$ 82,821,684	\$ 81,324,571	\$ 164,146,255	\$ 76,330,585	\$ 85,390,907	\$ 161,721,492	\$ 2,424,763
Ralston Public Schools	\$ 12,475,691	\$ 10,548,564	\$ 23,024,255	\$ 8,950,840	\$ 13,999,601	\$ 22,950,441	\$ 73,814
Bennington Public Schools	\$ 4,492,613	\$ 6,117,636	\$ 10,610,249	\$ 4,186,965	\$ 6,659,889	\$ 10,846,854	\$ (236,605)
Westside Community Schools	\$ 35,269,274	\$ 12,904,519	\$ 48,173,793	\$ 15,878,978	\$ 30,339,284	\$ 46,218,262	\$ 1,955,531
Bellevue Public Schools	\$ 39,426,954	\$ 35,247,267	\$ 74,674,221	\$ 52,553,659	\$ 22,718,022	\$ 75,271,681	\$ (597,460)
Papillion-LaVista Public Schools	\$ 31,680,768	\$ 40,380,711	\$ 72,061,479	\$ 34,306,718	\$ 38,259,304	\$ 72,566,022	\$ (504,543)
Gretna Public Schools	\$ 9,251,923	\$ 12,190,177	\$ 21,442,100	\$ 7,872,338	\$ 13,478,204	\$ 21,350,542	\$ 91,558
South Sarpy District #46	\$ 4,392,139	\$ 5,406,014	\$ 9,798,153	\$ 163,540	\$ 9,944,796	\$ 10,108,336	\$ (310,183)
	\$ 408,331,074	\$ 441,942,391	\$ 850,273,465	\$ 409,280,896	\$ 441,942,391	\$ 851,223,287	\$ (949,822)

Comparison of Pooled State Aid/Common Levy versus Individual State Aid/Individual Levy 2010-11 through 2013-14 Aggregated

	Learning Community			No Learning Community			Difference (LC-No LC)
	Pooled State Aid	General Fund Common Levy	Total	Individual State Aid	Individual Levy	Total	
Omaha Public Schools	\$ 673,360,359	\$ 874,435,160	\$ 1,547,795,519	\$ 832,654,255	\$ 721,891,769	\$ 1,554,546,024	\$ (6,750,506)
Elkhorn Public Schools	\$ 72,769,577	\$ 92,415,219	\$ 165,184,796	\$ 17,704,030	\$ 147,879,049	\$ 165,583,079	\$ (398,283)
DC West Community Schools	\$ 11,048,658	\$ 13,341,550	\$ 24,390,208	\$ 1,000,493	\$ 27,432,090	\$ 28,432,583	\$ (4,042,376)
Millard Public Schools	\$ 308,184,942	\$ 317,169,664	\$ 625,354,606	\$ 275,278,017	\$ 344,099,158	\$ 619,377,175	\$ 5,977,431
Ralston Public Schools	\$ 45,565,695	\$ 39,855,459	\$ 85,421,154	\$ 27,183,346	\$ 56,517,474	\$ 83,700,820	\$ 1,720,334
Bennington Public Schools	\$ 19,420,813	\$ 26,280,635	\$ 45,701,448	\$ 17,813,277	\$ 28,968,966	\$ 46,782,243	\$ (1,080,795)
Westside Community Schools	\$ 128,680,689	\$ 59,760,462	\$ 188,441,151	\$ 59,521,711	\$ 122,365,076	\$ 181,886,787	\$ 6,554,365
Bellevue Public Schools	\$ 147,000,083	\$ 143,424,803	\$ 290,424,886	\$ 202,054,362	\$ 92,944,996	\$ 294,999,357	\$ (4,574,472)
Papillion-LaVista Public Schools	\$ 123,863,704	\$ 156,937,570	\$ 280,801,274	\$ 126,169,123	\$ 156,428,623	\$ 282,597,747	\$ (1,796,472)
Gretna Public Schools	\$ 40,056,798	\$ 52,476,680	\$ 92,533,478	\$ 36,754,524	\$ 56,978,416	\$ 93,732,940	\$ (1,199,461)
South Sarpy District #46	\$ 16,782,335	\$ 20,389,536	\$ 37,171,871	\$ 850,359	\$ 40,981,122	\$ 41,831,481	\$ (4,659,610)
	\$ 1,586,733,653	\$ 1,796,486,738	\$ 3,383,220,391	\$ 1,596,983,497	\$ 1,796,486,738	\$ 3,393,470,235	\$ (10,249,844)

ONE HUNDRED THIRD LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 268

Introduced by Smith, 14.

PURPOSE: The purpose of this resolution is to study the issues surrounding new residential and commercial development in our state's urban areas. This study shall include, but not be limited to, an examination of the following:

(1) How school district boundary lines impact the creation and location of new residential and commercial developments;

(2) How school district boundary lines enhance or restrict the growth of municipalities and economic development; and

(3) Any other related topics the study committee deems appropriate.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED THIRD LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee and the Urban Affairs Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committees shall upon the conclusion of the study make a report of their findings, together with their recommendations, to the Legislative Council or Legislature.



2012-2013 State of the Schools Report
A Report on Nebraska Public Schools

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS

77-0046-000

Nebraska Performance Accountability (NePAS)



State Writing Performance Levels

	Grade 4	Grade 8	Grade 11
Exceeds the Standards	57-70	55-70	53-70
Meets the Standards	40-56	40-54	40-52
Below the Standards	0-39	0-39	0-39

State Reading, Math, Science Performance Levels

Exceeds the Standards	135-200
Meets the Standards	85-134
Below the Standards	0-84

Section 1.1

Elementary Grade-Level Configuration (Grades 3-5)

Indicator Type	Indicator	District Results	State Results	Rank	# of Ranked Districts
Status	Average NeSA Reading	131.87	114.60	12	249
	Average NeSA Math	118.39	109.22	52	249
	Average NeSA Science	113.35	104.29	95	225
	Average NeSA Writing	48.52	43.59	31	223
Improvement from 2012 (Different Students)	Average NeSA Reading	12.47	3.10	28	248
	Average NeSA Math	2.85	1.66	100	248
	Average NeSA Science	7.15	3.17	78	212
	Grade 4 Writing Improvement not available for 2013				
Growth since 2012 (Same Students)	NeSA Reading	18.00	6.50	15	243
	NeSA Math	-2.44	1.66	192	243
Participation	NeSA Reading	MET			
	NeSA Math	MET			
	NeSA Science	MET			
	NeSA Writing	MET			

Middle Grade-Level Configuration (Grades 6-8)

Indicator Type	Indicator	District	State
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		Results	Results	Rank	# of Ranked Districts
Status	Average NeSA Reading	139.91	117.34	5	249
	Average NeSA Math	125.89	104.74	17	249
	Average NeSA Science	122.99	102.54	15	228
	Writing Status Not Displayed^				
Improvement from 2012 (Different Students)	Average NeSA Reading	8.63	4.86	58	248
	Average NeSA Math	8.00	1.63	47	248
	Average NeSA Science	9.78	2.74	47	221
	Writing Improvement Not Displayed^				
Growth since 2012 (Same Students)	NeSA Reading	8.23	3.47	48	248
	NeSA Math	9.24	-1.13	27	248
Participation	NeSA Reading	MET			
	NeSA Math	MET			
	NeSA Science	MET			
	NeSA Writing	MET			

Secondary Grade-Level Configuration (Grades 9-12)
Grades 9-12 Membership: 322

Indicator Type	Indicator	District Results	State Results	Rank	# of Ranked Districts
Status	Average NeSA Reading	113.41	105.71	90	229
	Average NeSA Math	99.12	100.24	166	228
	Average NeSA Science	107.28	102.88	117	228
	Writing Status Not Displayed^				
Improvement from 2012 (Different Students)	Average NeSA Reading	-1.73	3.73	143	214
	Average NeSA Math	-6.85	4.65	173	214
	Average NeSA Science	-1.23	4.07	150	214
	Writing Improvement Not Displayed^				
Graduation Rate	2013 Four-Year Cohort not displayed until November				
	2013 Extended Six-Year Cohort not displayed until November				
Participation	NeSA Reading	MET			
	NeSA Math	MET			
	NeSA Science	MET			
	NeSA Writing	MET			

Section 1.2

School District (Grades 3-12)

Indicator Type	Indicator	District Results	State Results	Rank	# of Ranked Districts
Status	Average NeSA Reading	132.60	114.54	8	249
	Average NeSA Math	118.77	106.09	37	249
	Average NeSA Science	114.46	103.25	54	249
	Writing Status Not Displayed^				
Improvement from 2012 (Different Students)	Average NeSA Reading	8.52	3.96	44	248
	Average NeSA Math	3.57	2.08	80	248
	Average NeSA Science	4.92	3.32	85	248
	Writing Improvement Not Displayed^				
Growth since 2012 (Same Students)	NeSA Reading	12.16	4.70	21	248
	NeSA Math	4.51	0.00	66	248
Graduation Rate	2013 Four-Year Cohort not displayed until November				
	2013 Extended Six-Year Cohort not displayed until November				
Participation	NeSA Reading	MET			
	NeSA Math	MET			
	NeSA Science	MET			
	NeSA Writing	MET			

Section 2.2
District By Grade

Grade 03

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	120.80	111.04
	Average NeSA Math	122.00	110.06
	Science not assessed		
	Writing not assessed		
Improvement from 2012 (Different Students)	Average NeSA Reading	12.58	2.38
	Average NeSA Math	9.71	2.22
	Science not assessed		
	Writing not assessed		
Growth since 2012 (Same Students)	Reading growth not measured in Grade 03		
	Math growth not measured in Grade 03		

Participation	NeSA Reading	100.00 %	99.97 %
	NeSA Math	100.00 %	99.96 %
	Science not assessed		
	Writing not assessed		

Grade 04

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	135.14	114.70
	Average NeSA Math	119.46	108.63
	Science not assessed		
	Average NeSA Writing	48.52	43.59
Improvement from 2012 (Different Students)	Average NeSA Reading	9.44	3.08
	Average NeSA Math	-1.80	2.27
	Science not assessed		
	Grade 4 Writing Improvement not available for 2013		
Growth since 2012 (Same Students)	NeSA Reading	24.11	6.17
	NeSA Math	3.18	0.73
Participation	NeSA Reading	100.00 %	100.00 %
	NeSA Math	100.00 %	99.99 %
	Science not assessed		
	NeSA Writing	100.00 %	99.87 %

Grade 05

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	139.04	118.18
	Average NeSA Math	114.09	108.93
	Average NeSA Science	113.35	104.29
	Writing not assessed		
Improvement from 2012 (Different Students)	Average NeSA Reading	14.09	3.92
	Average NeSA Math	1.57	0.45
	Average NeSA Science	7.15	3.17
	Writing not assessed		
Growth since 2012 (Same Students)	NeSA Reading	12.41	6.83
	NeSA Math	-7.67	2.58
Participation	NeSA Reading	100.00 %	99.96 %
	NeSA Math	100.00 %	99.96 %
	NeSA Science	100.00 %	99.97 %
	Writing not assessed		

Grade 06

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	128.70	115.06
	Average NeSA Math	108.75	106.35
	Science not assessed		
	Writing not assessed		
Improvement from 2012 (Different Students)	Average NeSA Reading	2.93	2.47
	Average NeSA Math	1.81	0.26
	Science not assessed		
	Writing not assessed		
Growth since 2012 (Same Students)	NeSA Reading	5.32	1.17
	NeSA Math	-2.42	-1.72
Participation	NeSA Reading	100.00 %	99.97 %
	NeSA Math	100.00 %	99.98 %
	Science not assessed		
	Writing not assessed		

Grade 07

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	145.44	121.73
	Average NeSA Math	126.20	105.64
	Science not assessed		
	Writing not assessed		
Improvement from 2012 (Different Students)	Average NeSA Reading	-1.37	5.79
	Average NeSA Math	-4.72	1.73
	Science not assessed		
	Writing not assessed		
Growth since 2012 (Same Students)	NeSA Reading	22.11	9.72
	NeSA Math	19.49	-0.10
Participation	NeSA Reading	100.00 %	99.94 %
	NeSA Math	100.00 %	99.92 %
	Science not assessed		
	Writing not assessed		

Grade 08

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	143.37	115.20
	Average NeSA Math	140.34	102.15
	Average NeSA Science	122.99	102.54

	Writing Status Not Displayed^		
Improvement from 2012 (Different Students)	Average NeSA Reading	21.45	6.31
	Average NeSA Math	23.87	2.90
	Average NeSA Science	9.78	2.74
	Writing Improvement Not Displayed^		
Growth since 2012 (Same Students)	NeSA Reading	-4.34	-0.47
	NeSA Math	8.33	-1.56
Participation	NeSA Reading	100.00 %	99.93 %
	NeSA Math	100.00 %	99.92 %
	NeSA Science	100.00 %	99.91 %
	NeSA Writing	100.00 %	99.78 %

Grade 11

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	113.41	105.71
	Average NeSA Math	99.12	100.24
	Average NeSA Science	107.28	102.88
	Writing for 2013 not used due to testing computer issues		
Improvement from 2012 (Different Students)	Average NeSA Reading	-1.73	3.73
	Average NeSA Math	-6.85	4.65
	Average NeSA Science	-1.23	4.07
	Writing for 2013 not used due to testing computer issues		
Growth since 2012 (Same Students)	Reading growth not measured in Grade 11		
	Math growth not measured in Grade 11		
Participation	NeSA Reading	100.00 %	99.73 %
	NeSA Math	100.00 %	99.73 %
	NeSA Science	100.00 %	99.65 %
	NeSA Writing	100.00 %	99.42 %

^ Students at grades 8 and 11 experienced formatting issues with the NeSA-Writing online test administration. While research into the score results does not indicate an effect on student results, it also does not assure there was no effect. Scores should be interpreted with caution and are not included in Nebraska Performance Accountability System [NePAS].

Rounding is done once all other calculations are complete.



**Board of Education
Future Planning
October 14, 2013**

1. 10/17/13- Tax Modernization Committee Meeting 1:30-4:30 PM @ Metro
2. 10/23-24/13- Parent-Teacher Conferences 2-7:30 PM
3. 10/25/13- Comp Day- No School
4. 10/26/13- Tours of Buildings 9:00-10:30 AM
5. 10/28/13- Board Work Session 7 PM, Negotiations Committee Mtg. 6 :00 PM
6. 11/11/13- Veteran's Day program at the high school 9 AM
7. 11/11/13- Regular Board Meeting 7 PM; Site Committee 6 PM, Finance 6:30 PM
8. 11/12/13- Bond Election
9. 11/13/13- Interim Study Hearing on Boundaries
10. 11/20/13- Foundation Board Meeting 7:30 AM
11. 11/20-22/13- State Conference at Embassy Suites La Vista
12. 11/25/13- Board Work Session 7 PM
13. 11/28-29/13- Thanksgiving- No School
14. 12/9/13- Regular Board Meeting 7 PM: 6 PM- Policy, 6:30 PM- Finance

